

Association of American Colleges Bulletin

VOLUME XXX

OCTOBER, 1944

NUMBER 3

Edited by

GUY E. SNAVELY

Executive Director of the Association

Published by the

Association of American Colleges

N. Queen St. and McGovern Ave., Lancaster, Pa.

Editorial Offices

19 West 44th Street, New York 18, N. Y.

March, May, October, December

Annual Subscription, \$3.00

Entered as second class matter, March 15, 1926, at the post office at
Lancaster, Pa., under the Act of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in Section
1103, Act of October 3, 1917, authorized May 13, 1922.

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The BULLETIN is published four times a year—in March, May, October and December. Its emphasis is on description and exposition, not primarily on criticism or controversy. The March issue regularly carries the Proceedings of the Annual Meeting of the Association. Leaders in the college world contribute to every issue.

Annual Subscription Rates: Regular, \$3.00; to members of Association colleges special rates are offered: individual subscriptions, \$1.00; ten or more club subscriptions, mailed in one package for distribution at the college, 50 cents each. Address the Association of American Colleges, 19 West 44th Street, New York 18, N. Y.

EDITORIAL NOTES

EXECUTIVE DIRECTOR EMERITUS AND MRS. ROBERT L. KELLY have the heartfelt sympathy of all the Association members in the loss of their only son, Colonel Robert H. Kelly, who was shot down in northern France on April 28, 1944, while commanding an Army Air Force formation. Colonel Kelly was a graduate of the United States Military Academy at West Point.

THE COMMISSION ON LIBERAL EDUCATION has had two 2-day conferences since the last Annual Meeting of the Association. The first was held at the Princeton Inn, April 22-23, and the second was held at the Faculty House, Williams College, July 29-30. Both conferences were well attended and much progress was made in the deliberations of the Commission. Chairman James P. Baxter, III, of the Commission will make a full report at the next Annual Meeting. In the meantime he plans to send the member colleges during the fall months several reports of progress.

THE COMMISSION ON CITIZENSHIP has arranged for free distribution of nine issues of *Human Events* to the member colleges. It is expected that the colleges will use excerpts from this bulletin in general letters to their alumni. The distribution of the bulletin was made possible by a grant from the National Foundation for Education in American Citizenship through the courtesy of its President, Samuel R. Harrell.

THE COMMISSION ON ACADEMIC FREEDOM AND TENURE held a conference in New York on June 9 which was attended also by Doctors Edward C. Kirkland and Ralph E. Himstead of the American Association of University Professors. Chairman William P. Tolley will give in due time a report on this conference.

THE CAMPAIGN TO RAISE \$7,500,000 toward the development of a university center in Georgia has been completed. The ultimate purpose of the movement is to enable a group of colleges and universities in the Atlanta area, through cooperative planning, to develop a center of advanced study and research

which will rank among the country's best. The cooperating institutions are Emory University, Agnes Scott College, Georgia School of Technology, High Museum of Art, Columbia Theological Seminary and the University of Georgia. These institutions will pool their resources for advanced study and research. They have already formed an advisory council to plan for future experimentation in the graduate and professional fields.

UNDER THE AUSPICES OF THE ARMED FORCES INSTITUTE a new course on philosophy has been authorized to be offered to members of the various branches of the services. This will be the equivalent of a full year's college course. It involves a textbook, a book of readings and the arguments of the textbook proper.

GENERAL MOTORS has inaugurated at General Motors Institute of Technology in Flint a flexible two-semester program aimed at providing specialized training and education "rehabilitation" for returning war veterans formerly employed by the corporation. Veterans will be enroled in the special course upon recommendation of the General Motors division where they are employed. The men will alternate their training between classes at the Institute and practical work in their respective plants or divisions every four or eight weeks.

GENERAL MATHEMATICS IN AMERICAN COLLEGES is a dissertation by Kenneth E. Brown. The aims of the study are threefold: to trace the historical development of college general mathematics in the United States; to show the present status of general mathematics in American colleges; and to discover and point out certain trends in the development of college general mathematics. Published by Teachers College, Columbia University, New York.

OUR INDEPENDENT SCHOOLS by Ernest Barrett Chamberlain is a "case book" which describes the work of the private schools and attempts to give a clear definition of their special characteristics and functions. Published by American Book Company, New York.

A SHORT COURSE IN PUBLIC RELATIONS was given at Scarritt College in Nashville on July 10-11 under the

auspices of the Joint Committee on Public Relations for Educational Institutions of the Methodist Church and Searritt College for Christian Workers. A group of experienced, competent, public relations officers and newspaper editors were the chief speakers.

HOW WE LIVE by Fred G. Clark and Richard Stanton Rimanoocy is a well illustrated primer in elementary economics that would be admirable for study in the public schools. Young people becoming familiar with the facts it contains would be better and happier citizens. It is published by D. Van Nostrand Co., 250 Fourth Avenue, New York.

"NOTHING HAS DEVELOPED to change our well considered belief that society is still in great need of leaders who are the product of liberal arts education and whose training is undergirded by the Christian ethic. It is still true that adequate education in literature, history, philosophy and other humanities is essential to the development of the kind of leaders necessary to the survival of democracy. Such training not only gives understanding of the past and present, but an intrinsic sense of perspective. Herein lies the profound and far-reaching opportunity of the church-related liberal arts college in which are workers and instructors who believe in the purpose and ideals of Christian education and whose lives are so wholesome and upright that they influence, strengthen, inspire and make resolutely steadfast the lives of those to whom they give training and leadership.

"The basic purpose of liberal education is to develop a well rounded personality, beginning with discipline and leading to self-discipline. The building of character is its most important purpose. In its training processes it releases the mind from ignorance, superstition, bigotry, prejudice and the like. It emancipates the will, stimulates the imagination and broadens the sympathies. It develops a sense of social responsibilities. The leader emerging from liberal education willingly carries his load and courageously meets his duties in the community, the home, the church and the state. If the ideals of American democracy continue to be truth, honesty, justice and sympathy, these goals will increasingly be realized through liberal education."—Excerpt from 1944 ANNUAL REPORT of President W. A. Bell, Miles College, Birmingham, Alabama.

"THE COMPLETE DIVORCEMENT BETWEEN SCIENTIFIC RESEARCH, which is based upon the creative ingenuity of man, and the spiritual and moral ideals which are based upon divine knowledge, has brought disastrous consequences to our social order. The two decades between the two World Wars, particularly in defeated Europe, have been periods of cynicism and skepticism. It became almost a mark of sophistication to question moral values and to rationalize every pagan concept. People failed to recognize that the violation of spiritual and moral codes which are the product of thousands of years of human experience, and which are part of the divine origin of the human race, causes the disintegration and self-annihilation of our social order just as surely as the violation of the physical laws of nature brings destruction. A science which remains indifferent to the importance of morality in the life of society, becomes, in the course of time, the *opponent* of morality. One is reminded of the words of Huxley, delivered at the opening of an American University: 'I am not in the slightest degree impressed by bigness or material resources as such. Size is not grandeur and territory does not make a nation. The great issue about which hangs true sublimity and the terror of overhanging fate is what are you going to do with all these things? What is to be the end to which these are the means?' Our greatest problem in the field of education is not lack of knowledge, but we are rather confronted with the responsibility of determining the purpose, and/or function of education.

"Our sages in the Talmud say that knowledge may serve as a source of life but also as a deadly poison. The merit of knowledge depends primarily on the human intention and the purpose of its application. Jewish tradition has, therefore, emphasized that learning is not to be pursued for its material value or a self-regarding motive but rather for its own sake. Knowledge, above all, must serve as a means for the formation of an improved personality which looks beyond the temporal and transient to the eternal and permanent in life. The end of education should be the cultivation of the intellectual and spiritual values; the bringing to the maximum development of the moral potentialities of man. It is true that a man cannot remain a silent spectator of a passing scene. Nor can one isolate himself from the world of reality and live in the cloistered citadels of introspection."

"The spiritual ideal makes its contribution towards the appreciation of the truly material. It is far better to be a noble personality than an efficient machine. The growth and development of the human personality are infinitely superior to any particular form of human activity. Our sages, therefore, emphasize the superiority of that learning which leads to the fulfillment of human obligations. Our actions, say the Rabbis, depend on our learning, not our learning on our actions. Education should serve as the source of human acts rather than having its value tested by practical experience.

"The wisdom stored in books and the accumulated treasures of ancient and modern learnings are of lasting importance. They are the greatest realities in life especially when they help one to choose between temporary and permanent values, between the values of today and the values of eternity. The Biblical metaphor is illustrative of this idea. The tree of knowledge helps to determine what is good and what is evil. Knowledge, however, as an utilitarian instrument or as a means of creating technical efficiency or achieving material success will not necessarily help in the creation of a morally better society. Science discovers for us the laws of nature and has given us partial control over it, but it can neither control nor lift the impulses of man. The arts may give us an appreciation of the beauty of the world but still may leave us in a spiritual vacuum. It is true that the liberal arts whose worth was tested by history are indispensable for one's mental development. The liberal arts, however, are not sufficiently forceful to liberate humanity from slavery and brutality. We need a *unifying* principle in the pursuit of knowledge. We, therefore, believe that the moral laws of the Torah, the concepts of universal justice of the prophets and the religious and spiritual philosophy of saints and sages throughout the ages can serve as the medium for the unification of knowledge and as a blueprint of an ideal society. Such knowledge is godly and divine knowledge alone can lift our personalities and elevate our secular learning to a higher spiritual stratum. The stronger we lean to the study of the material world, the more we concentrate on applied science and technology, the greater is our responsibility to promote, by religious education, the power and importance of the moral and ethical values which lead us irresistibly to an ideal evaluation of men and things."—Excerpts from Inaugural Address of President Samuel Belkin, Yeshiva College, May 23, 1944.

ARTS PROGRAM

OUR roving reporter, like everyone else these days, is severely handicapped in the performance of his duties, but he was able to uncover a few items of news concerning the summer activities of Arts Program visitors. We are sure, however, that his report is far from complete and that many more of our visitors were engaged in interesting and fruitful activity throughout the summer than the following paragraphs would indicate:

Among the recipients of honorary degrees at Bowdoin's commencement on June 24 was Dr. Yung-ching Yang, who was awarded the degree of Doctor of Humane Letters. Dr. Yang, President of Soochow University, has been on the Arts Program's list of visitors since 1942 and was a visiting professor at Bowdoin during 1943-44.

Rev. Joseph Lynch, S.J., gave the invocation at one of the United Seamen's Service Clubs in New York at the annual observance of National Maritime Day on May 22. Mrs. Roosevelt, Mayor LaGuardia and Lt.-Com. J. F. Killgrew, U.S.M.S., were the speakers on this occasion. Father Lynch summarized the expressions of many who participated in the ceremonies when he contrasted the grumbling of "landlubbers" with the hardships of members of the merchant marine: "I am reminded of the Chinese who said, 'I used to grieve because I had no shoes until I met a man who had no feet.'"

On Saturday night, May 27, Gregory Tucker and Robert McBride performed as soloists with the Boston Pops orchestra conducted by Arthur Fiedler. It was Bennington College night at the Pops and a capacity audience gave the solo performances of these two talented Bennington musicians a warm reception. Mr. McBride, who also conducted the second half of the program, appeared as clarinet soloist in his own "Wise Apple." As an encore the orchestra played his "Fugato on a Well Known Theme," with the composer taking his place in the woodwinds section. Mr. Tucker performed Tchaikovsky's "Second Piano Concerto" and encored with his own jazz satire, "Ad Lib."

This summer, for the first time, work in applied music was offered at Mt. Holyoke College as the result of a special petition

to the administration by students of John Kirkpatrick to have him teach piano one day a week throughout the summer. Next year, besides teaching at Mt. Holyoke, Mr. Kirkpatrick will give a weekly lecture-recital at Smith College during the first semester.

Hale Woodruff, who spent the past year in New York on a Rosenwald Fellowship, has had the fellowship renewed for 1944-45. His leave of absence from Atlanta University has been extended for another year.

Last March, E. William Doty was elected vice-president of the National Association of Schools of Music for the Southern Region. He was also appointed chairman of the Committee on Fine Arts which made a report at the Conference on the Humanities held at Vanderbilt University in July, under the auspices of the Rockefeller Foundation.

Allan Sly has accepted a position as head of the Music Department of Monticello College, resigning from the faculty of the College of William and Mary, where he was in charge of the music division during the past several years.

Spending several weeks with his family in Tyngham, Massachusetts, during July and August, Samuel Dushkin had an opportunity to "make music" with Joaquin Nin-Culmell in nearby Williamstown. They also gave two concerts at the Breadloaf Spanish School in Middlebury, one on July 9 and the second on July 23.

Xavier Gonzalez received a prize of \$500 for his painting, "Black and White," entered in the nation-wide competition, *Portrait of America*, which was announced by Artists for Victory, Inc., under the sponsorship of the Pepsi-Cola Company. Four major prizes of from \$1,000 to \$2,500 were awarded and eight prizes of \$500 each. The prize-winning paintings are to be reproduced on 500,000 calendars to be distributed free by the Pepsi-Cola Company. The paintings, together with 138 others adjudged best in the competition, will also be exhibited in museums in various parts of the country, the first such display to be held at the Metropolitan Museum of Art in October.

NATIONAL COMMISSION ON CHRISTIAN HIGHER EDUCATION

A WORTHWHILE MEETING of the Commission was held in Cincinnati, Ohio, on August 8, with twelve of the fifteen members present. Secretary Wickey reported a membership of 426 with only 24 whose dues are not yet paid. This is an excellent showing for the middle of the year. Twenty-two colleges were voted membership, of which seventeen are members of the Association of American Colleges. Applications have been received from six additional schools. An executive committee was appointed to whom was assigned the responsibility of preparing principles of membership and procedures in obtaining membership. This committee is made up of John O. Gross, Irwin J. Lubbers, Gould Wickey, Ralph W. Lloyd, and Edward V. Stanford.

REGIONAL MEETINGS will be held in Texas on October 31, as the Texas Council of Church-related Colleges, and in the midwest, on November 15, as Annual Conference of Church-related Colleges in the West-central Area. With the cooperation of the Association, the subjects of Citizenship and Liberal Arts Education will be included on the programs. Other meetings may be held dependent upon the status of the War.

THE SUBJECT OF PROMOTION was given extended consideration through the report of a subcommittee of which President Carter Davidson of Knox College was chairman. Colleges are urged to be more aggressive in the utilization of the facilities of local radio stations by use of regular programs, spot announcements and special recordings, which stations may use any time. The suggestion was made that colleges in regional groups could use local stations to good effect. It is hoped that the cause of Christian higher education will be given special emphasis during one week in the fall.

MISSION ON RELIGIOUS LEADERS to campuses was approved, to be worked out along similar lines to the Arts and Music Projects of the Association. Colleges will be given the services of an outstanding religious leader and thinker for a three-

day period in payment of a gratuity of \$50 and travel expenses as well as local expenses. The purpose of this Mission is primarily to confer with the faculty and special groups. No objection will be raised to the leader speaking at a chapel service or convocation. These leaders will be qualified to go into classes and conduct discussions. More definite information will be sent the colleges in due time.

POSTWAR CONSCRIPTION brought forth much discussion.

It was unanimously voted that during the stress of war it is not advisable to draft a long-range peace-time program for either National Service or Compulsory Military Training. The Commission is convinced that members of Congress should be urged not to pass a National Service Act or take any further legislative action on the matter of Compulsory Training until after the War is over. This conviction is based on the following facts: (1) The present Selective Service Act is effective for six months after the duration of the war; (2) Our millions of men and women in active service have a right to a voice on such an important change in national policy; (3) Only after the War is over and the nature of the Peace is more clearly indicated will it be possible to establish wise policies looking toward national defense and the preservation of the peace.

UNDER THE LEADERSHIP of Dr. John O. Gross, Secretary for Educational Institutions of the Board of Education of The Methodist Church, the National Commission is hoping to develop a constructive and long-range program. If money can be found for its publication, a book will be prepared on "Christianity in the Liberal Arts College." Efforts will be made to awaken the colleges to a larger sense of their religious responsibility to the individual student as well as to the students as a group, in counselling procedures and in effective organizational programs.

WORLD RESPONSIBILITIES OF EDUCATION

EDWARD H. KRAUS

DEAN, COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS,
UNIVERSITY OF MICHIGAN

NOTE: Delivered at the annual meeting of the Schoolmasters' Club held at the University of Michigan, April 21, 1944.

THE winning of the war is the first objective of the United Nations. The Nazis and the Japanese must be defeated decisively. The winning of the war is much more assured today than it was when the Michigan Schoolmasters' Club met a year ago. We sincerely hope that when we meet in 1945 victory over one, if not over both, of our enemies will have been achieved.

The winning of the peace is another prime objective of the United Nations. Without the establishment of a durable peace, it seems reasonable, as the result of the unfortunate experience following the last war, to predict that within a quarter or one-half of a century, the world will again be torn by a global holocaust more destructive even than the present gigantic struggle. To assist in preventing another world catastrophe is a grave responsibility of all educators.

In the winning of these two objectives, education is a most potent factor. After the Franco-Prussian war, Field-Marshal Moltke stated that Austria in 1866 and France in 1870 had been defeated by the Prussian schoolmaster. Science and technology, along with efficient organization, and high morale, were factors of momentous importance in bringing victory to the Allies in 1918. They are also of paramount importance in the present struggle. Education is fundamental in the development of these factors.

A durable world peace must of necessity rest upon a cooperative world. But cooperation among nations is fostered most advantageously through the development of wise systems of education in all nations and the free dissemination of the results of the discoveries and advances in the physical and medical sciences, in technology, and in all branches of learning.

In this country and in Canada, marked advances have been made since the Prussian schoolmaster won the Franco-Prussian war in 1870. It is well known to all students of the history of

education that our early systems were strongly influenced by those of Britain and Germany. In higher education, German influence was especially strong. Up to the turn of the century there had been a steady stream of men from the United States and Canada studying at German universities for it must be acknowledged that they were great seats of scholarship and research. To study at a German university during the 80's and 90's of the last century or during the early years of this century, was a rich experience. The three persons on the platform this morning had this privilege. One, at Göttingen; the other two, at Berlin and Munich, respectively.

As the result of the great westward movement and the remarkable development of industry in this country following the Civil War, education on all levels expanded at an astounding rate. The educational scene of fifty years ago, that is, of the early 90's, was markedly different from that of today. At that time, programs of instruction on the secondary school and college levels were greatly restricted. Admission to college was on the basis of prescribed units. Enrichment of the high school program and the liberalization of college admission requirements and of the curricula of higher education were strongly urged.

During the past fifty years, our educational advances have been stupendous. Many of our present schools, colleges and influential scientific and educational agencies were developed during this period. In other words, fifty years ago there were no junior colleges, or schools of education or of business administration on the college level. At that time summer sessions and graduate schools were just emerging. Thus, at this University in the early nineties there were only six independent units, whereas today we have sixteen.

In addition, there were no great educational and scientific foundations such as the Carnegie Foundation for the Advancement of Teaching, The Rockefeller Foundation for Medical Research, the General Education Board, or the Carnegie Institution of Washington. Today, there are hundreds of such foundations. Furthermore, there were no industrial research laboratories of which there are now more than 2500 in this country. The contributions of these foundations, institutes and research laboratories to civilization the world over are of incalculable value.

With this remarkable development and the marked increase in attendance upon our schools and colleges, educational leadership has moved westward and is now the responsibility of the United States and Canada. The war has emphasized this for the educational and industrial systems of most of continental Europe have been greatly disrupted, if not entirely wrecked. Indeed, during the middle twenties our educational and industrial achievements were widely recognized by eminent scholars abroad, for example, by J. Ellis Barker in Great Britain, and by Julius Hirsch and others in Germany, who strongly urged the adoption of many of our methods. There was much talk at that time of the Americanization of Europe. These scholars were fully aware of the fact that a country blessed with abundant natural resources and which has developed wise systems of education and acquired great skill in industry and technology, may well become the greatest producer among nations and the leading power in world affairs.

With the entrance of this country into the war our industrial, technological and educational forces were at once marshalled and the shift from peacetime to wartime production was made in an incredibly short time. When France fell in June, 1940, the United States produced in that month war matériel worth \$150,000,000. Two years later, that is, in July, 1942, the production was thirty times as great and was increasing rapidly from month to month. During recent months it has been fifty times as great, or at the staggering rate of seven to eight billion dollars a month.

Most of the country's manufacturing facilities have been converted from peacetime operations to the production of war goods. In addition, at least 1500 new plants, many of them gigantic in size, have been erected. It is thus possible to build more than 9000 airplanes a month, five ocean-going ships a day, tanks and cannon in any desired amounts and enormous quantities of ammunition and other war matériel.

This rapid transformation has rightly been characterized as a miracle in management and technology. It was accomplished through the close cooperation of the federal government, the armed forces, industry and our educational institutions. Never before have so many demands been made upon our educational institutions for staff members and advanced students with special qualifications as during this great emergency. Early in the war

one of our leaders said: "A hundred physicists in this war are worth a million soldiers."

You will recall that Pasteur was accustomed to say: "Chance favors the prepared mind." A high premium has been placed upon prepared minds. To be sure, the demand for men with highly specialized training has been unusual. But it is generally recognized that the broadly trained minds have made the most significant contributions. This is because the emergency has presented so many new and complex problems that only those with a broad and sound training in the fundamentals of the fields involved could grapple with them successfully. Those with only a handbook training have been at a serious disadvantage.

Following the cessation of hostilities, there will be a great influx of students from other countries to the educational institutions of the United States, Canada and Great Britain. Already some of the war-torn nations, China for example, are formulating plans to send many carefully selected young men and women to study abroad. This is also true of our Latin American neighbors to the South. Industrial concerns are also fully aware of this impending influx of students for at least one organization with worldwide affiliations is planning the establishment of a relatively large number of research fellowships open to qualified students from all nations.

Among individuals, cooperation is best achieved when the individuals are well known to each other and mutual confidence has been established. So, too, among nations, it is imperative that the peoples of the world become better informed concerning the life, ideals and educational and economic systems of the family of nations. It has been amply demonstrated that one of the most effective ways to accomplish this is through the exchange of students, staff members and professional leaders. We, in the United States and Canada, must plan to receive large numbers of students and scholars from other countries, and we must, at the same time, recognize that a solemn responsibility rests upon us to serve them to the best of our ability and on the highest educational and spiritual levels.

Moreover, we must also recognize that we can profit greatly by sending substantial numbers of carefully selected students and staff members abroad. This migration of students and faculty, from one country to another, will after the war become increas-

ingly important and should contribute vitally to a better understanding and hence to mutual cooperation among nations. The various ways this migration and exchange can be facilitated are being widely discussed.

Leaders in this movement emphasize that the development in our communities of a sympathetic and helpful attitude toward students and scholars from other lands and the wise interpretation to them of our way of life and of our cultural and national ideals, are primarily the responsibilities of our schools, colleges and educational organizations, such as the Michigan Schoolmasters' Club.

That our educational institutions have made large and extremely significant contributions to the war effort cannot be gainsaid. The elements of strength and weakness of our educational programs have, however, been brought out in bold relief, and we find that the weaknesses are many and grave.

The need for greater emphasis upon fundamentals in our curricula in high school and college has been stressed repeatedly. In the zeal in recent decades to enrich high school curricula, many subjects of only transitory and doubtful value have been introduced and substituted for those of more permanent worth. Whether or not the high school student immediately enters upon a life's career or goes on to college the need for more substantial training in English, history and government, mathematics and science cannot be over-emphasized.

The war has made us foreign language conscious. Never before have we sent so many persons overseas where languages other than English are spoken. Then, too, foreign language broadcasts, which are now very common, will be greatly increased after hostilities cease. Accordingly, in the interest of a broad education and a better understanding of other peoples, it is incumbent upon our schools and colleges to encourage the study of modern foreign languages.

As one, who for forty years has favored the liberalization of college entrance requirements, I am now forced to conclude that the pendulum has perhaps swung too far. This questioning frame of mind is based upon the fact that in too many high schools in Michigan and other states students planning to go to college are permitted to complete the needed sequences in academic subjects early in their course. The senior year, which

should be the most important one in secondary school, is then given over to the accumulation of the necessary fifteen units in subjects some of which are of transitory or even of doubtful value. Then, too, the extra-curricular activities of the senior year have in recent times been given undue prominence. Thus, the transition from high school to college, which is usually quite difficult for good and well-prepared students, becomes extremely so for those who have largely dissipated their energies during the senior year. This serious defect could well be remedied by wise counseling with the ultimate success of the student in mind, rather than his immediate desires and pleasures.

Many of our college students sincerely regret that they have been given too much freedom in the election of courses. This is especially true of students in our professional schools to which the admission requirements are exceedingly liberal. Thus, in law schools requiring a college degree for admission but with no prescribed courses, many of the students about to graduate found, when faced with the draft, that they could not meet the Navy standards for officer training because they had not studied mathematics in either high school or college, or only in high school. In order to assist such students, it was necessary to arrange special sections. We thus had the spectacle of senior law students, who had spent nearly seven years in college and professional school, studying elementary freshman, or even high school, mathematics. Time does not permit the giving of other similar cases.

There is much in our educational progress today which suggests the appropriateness of the following incident. Sometime ago a noted speaker who was on a lecture tour desired to prepare a manuscript of one of his addresses. Accordingly, he went to the stenographer of the hotel where he was staying. He reported that she was all vogue on the outside and that he soon found that she was all vague on the inside, for in the manuscript as it was delivered to him the phrase "redemption is cosmic in nature" read "redemption is cosmetic in nature."

It is indeed gratifying that our curricula are being carefully scrutinized in the light of the experiences of this period of severe testing. The war training programs have introduced innovations which must be properly evaluated in terms of our postwar responsibilities, and, as far as possible, our weaknesses as to fundamentals and thoroughness should be eliminated.

Today, much is being said and written to the effect that we cannot hope for a prolonged era of peace unless our students are trained for world citizenship. That our students and citizens in general have become more world-minded, cannot be denied. The distress and agony suffered by millions all over the world have caused profound changes in our attitudes with respect to the responsibilities we must shoulder for the peoples of other lands. It may well be asked: What makes the citizen of any community a good world-citizen? I believe that question has been well answered by Eric A. Johnston, President of the United States Chamber of Commerce, when he said: "We talk too much of peoples, in the mass; and not enough of people, who make a locality. You will never get a good world except through good localities; you will never get good localities except through good people; and you will never get peace except through a good world."

It is also pertinent to quote another industrialist, Mr. K. T. Keller, President of the Chrysler Corporation, who in a recent address said: "I should like to see the United States come out of this war with the American way of life and free enterprise on a sound footing. Let us build our future on the basis of encouraging the honest, the thrifty, the industrious, and the able." Furthermore, "I should like to see the United States, in its social, economic, political and spiritual life, set such a fine pattern that the other peoples of the world and other nations, instead of regarding us as seeking to inflict our ways upon them, will wish to emulate our ways themselves."

Industry is already planning for a rapid and comprehensive conversion to a peacetime program, as soon as the international situation permits. If close cooperation between industry, labor, agriculture and government can be developed, expansion of production and employment will be the order of the day. Business intends to face the future with courage and hope. Educators should not forget that our people have always taken a justifiable pride in our schools and colleges, and we have every reason to believe they will continue to do so. Education, like business, should face the future with high courage and with a strong faith.

Our men in the armed forces are eagerly awaiting the time when they can return and continue their educational pursuits. This is clearly indicated by the following excerpt from a letter

recently received from Major A. W. Bromage, a member of the staff of the College of Literature, Science, and the Arts of this University, who is now overseas. Major Bromage says: "After the war, the college will have a tremendous opportunity to educate and re-educate a generation of young Americans caught up in this gigantic struggle for freedom and liberty. Those of us who are here and see and hear our boys firsthand, know how much they look forward to the time when they can resume their places in American society, touch the native soil and reenter the halls of our universities. Already I look forward to the day when I can meet these boys again in our classrooms and begin again to reconstruct the world of scholarly and social interests now apart from them. Education is the cornerstone of democracy. Therefore, leave no stone unmoved to rebuild and remake your faculty for the great days before us. We shall not care about such minor things as buildings and programs. The independent scholar and teacher and the inquiring mind of the student, these are the inner circle of a great college. It was always so and it must always be so. To do otherwise is to fall for regimentation alien to the American."

Through the gigantic efforts made by the United Nations, the needs of our armed forces are now being well met. The responsibility of final victory rests with those in high command. We have been repeatedly assured that victory will be ours in due time. In replying to an inquiry from his brother Milton as to whether he should accept the presidency of the Kansas State College of Agriculture and Applied Science, it is reported that General Dwight D. Eisenhower said: "Take it. A large part of the kind of peace achieved after the war rests on the principles laid down in American schools."

Our people have always had a deep passion for education. Indeed, Conrad Moehlman in his recent book, *School and Church*, says: "Public education has become the greatest cultural achievement of the United States." This passion for education not only persists but has been greatly intensified by the war effort. The responsibilities of education to the student, community, state and nation continue. The war has forced us to recognize more keenly than ever before that education also has grave responsibilities to the peoples of other lands.

WHITHER AMERICA

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NOTE: Address made at Wagner College Commencement, May, 1944.

NEVER before, perhaps, in the history of the Western World has there been greater need for the restudy and revaluation of American ideals and American trends than at present. For today, two ways of life each resting upon an ideology, diametrically opposed to the other, struggle for world domination. Democracy with its emphasis upon the human worth of the individual is locked in a life and death struggle with the forces of fascism with its appeal to brute force and its threat to destroy the American way of life. The cataclysmic war which at the moment grips the world is not merely one of armed forces but of ideologies. Moreover, the war itself is but the latest phase of an age-old conflict between those who champion the welfare of humanity and those who would exploit humanity for selfish ends.

No one in this audience can seriously doubt that the Allied nations will win the war. That, it seems to me is pretty much a foregone conclusion. But what of the future? Whither America? What is to be our fate? Will American democracy survive and spread to the four corners of the earth?

In America, as elsewhere, democracy means different things to different people. Unfortunately, many view democracy merely as a form of government. As such they may think of it in terms of the ideal, as did Lincoln, as government of the people, by the people, for the people; or more realistically—as do some—as government of the people, by the politicians for pressure groups. To me, democracy is much more than a form of government. It is a way of life—a kind of social philosophy, if you please, in which the form of government is incidental, a means and not an end in itself—a social philosophy in which character, humane ideals, the search for truth and the discovery of how one can best use his or her talents in the service of others are important considerations. Men may be politically equal without attaining a genuine realization of their personalities. Indeed, that state or society which would lay claim to being really demo-

cratic must provide for economic, religious, educational and social democracy as well as for political democracy. Political equality, however profound, as Plato and Aristotle were well aware, does not necessarily mean that real democracy prevails. Equality of economic opportunity must also prevail.

Furthermore, any state wherein social and religious differences are recognized by law stands outside the realm of the really democratic state. Protest against the possession of privilege based on birth goes back to an early date. So also does the refusal to accept the status of inferiority which slavery implies. Religious and educational equality and the right to equal participation in the results of social discovery and improvement—as health, housing, libraries, museums and the like, must prevail in the really democratic state. So must freedom of speech and press. Equality before the law must be ever present. In the courts of a really democratic state there can be no difference between persons, poor and rich, atheist and Christian, black and white; they must in similar circumstances be treated similarly.

Finally, the really democratic state must insist upon the sanctity of human life and human happiness. Life, liberty and the pursuit of happiness—beacon lights for millions of Americans living and dead—must not be negatively and conservatively interpreted. Viewed in the light of democracy as a way of life, these concepts mean life, health and leisure not for the few but for the many. They mean freedom from unfair and corrupt methods of business competition—fraud, misrepresentation, racketeering, monopolization. They mean freedom for the consumer from extortionate and oppressive charges. They mean freedom from slums and from overcrowded, unsanitary dwellings, factories and stores; they mean full participation in economic progress, a just share in the distribution of the national income. Above all they mean the fullest opportunity for every person to develop his talents and personality and to share in the higher enjoyments of civilization.

Democracy then is a way of life, and as such is vastly more than mere extension of the suffrage and participation in political affairs. It is this larger concept of democracy that we associate with the memory of Thomas Jefferson, one of the greatest—if not the greatest—of Americans. It is not without significance that

in devising his own epitaph Jefferson selected out of all his notable achievements only three for which he wished to be especially remembered: *Here was buried Thomas Jefferson, author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia.* These three taken together with their implications, as Professor Carl Becker of Cornell University has so aptly pointed out are the warp and woof of Jefferson's social philosophy. His was the broader conception of democracy and the one I have in mind in addressing you this morning.

The beginning of democracy as a way of life in England and in what was to be a part of the United States scarcely antedates the mid-17th century. Indeed, not until the 19th century did democracy make great gains in the world and even then it was largely confined to the political sphere of man's activities.

The democratic way of life rests upon the assumption that men are rational creatures and have certain capacities and virtues and that the majority are creatures of good will. It is deeply rooted in the loftier aspirations of man and has been nourished by material conditions of a very favorable nature. Born unto what was for each of them an imperfect world, men of every generation have built in their minds ideal worlds, Utopias of other time or place in which all has been, may be, or will be well. The Garden of Eden was one such Utopia; Christianity with its assurance that the lost golden age of the past would be restored for the virtuous in life beyond the grave gave men the promise of another Utopia. Between the 16th and 18th centuries, Francis Bacon, Sir Thomas More and others began to conceive of Utopias on earth of man's own devising, where, by deliberate intention and rational direction, men could indefinitely improve the conditions of their mundane existence. Here they would not be subject to the authority of rulers who were not of their own choosing. Here the individual instead of the state or the kingly prince would be deified and given opportunity to exercise his God-given inalienable rights. Here there would be freedom of thought and speech and liberty of conscience. Here there would be freedom of self-government and of occupation. Here, above all else, the worth and dignity and creative capacity of the individual would be recognized.

The discovery of America, teeming with an unexploited wealth of natural resources, furnished a sort of ready-made Utopia for the poverty-stricken and the religiously and politically oppressed of Europe. To them the New World spelled opportunity for economic security, religious freedom, self-government, social justice. And from the day when the first settler put foot on this continent to the present the concepts of human betterment and human happiness, have been the main roots of American democracy even though at times they have been partially choked by the weeds of selfishness, corruption and crass materialism.

The American way of life has been markedly affected by its physical environment. As a matter of fact, democracy, wherever found, works best in those parts of the world where there is a certain measure of economic security. Democracy does not flourish in communities on the verge of destitution or where there is mal-distribution of wealth and a high percentage of unemployment. That democracy has worked as well as it has in the United States is to be attributed in part to our rich endowment of natural resources. Especially was this true in the early days of the Republic. In one of his many admirable essays on 18th century America, Hector St. John de Crevecoeur, lover of peace and goodwill, a humanitarian concerned only with justice and the common well-being, stressed the influence of physical environment in shaping the new race then emerging in America. "Men are like plants," said he; "the goodness and the flavor of the fruit proceeds from the peculiar soil and exposition in which they grow. We are nothing but what we derive from the air we breathe, the climate we inhabit, the government we obey, the system of religion we profess and the mode of our employment." Transplanted from the meager opportunities of the Old World to the New World with its great open spaces and abundance of unexploited natural resources, the European underwent both material and psychological changes. He became a transformed person. Servile dependence, penury and unrewarding toil gave way to a new mode of life in which freedom, economic security, decency and broadened horizons prevailed.

Any worth-while answer to the question "Whither America" must be predicated upon an inventory of past and present-day America.

Democracy, as we have it here in the United States, has accomplished much. At the top of the list we may well place freedom; not absolute freedom but freedom to think, to believe, to disbelieve, to speak, to will, to choose. In other words, we have proceeded in this country on the assumption that human beings have individual minds, wills and aspirations and that this is what differentiates them from other animals. We have also assumed that they have capacities for self-improvement, even if slow. Moreover, we have operated on the basis that human beings should be allowed to use their minds, exercise their wills and manage their affairs as a means of learning how to do all of these things better.

In the second place we have developed a system of education, faulty though it may be, which assumes that all human beings have a moral worth in themselves. Though this assumption cannot be proved absolutely, it certainly underlies our democratic conceptions. Our geographical location, mixture of races and varieties of heritage, give unique aspects to our development. We have no legalized aristocracy, no hand-over aristocracy, no legalized clergy, no military caste, no quasi-military bureaucracy. We instruct our youth in humane ideals which, as we have already indicated, form the essence of democracy. We have increasingly sought to enrich the individual life by instruction in the noblest and best creations of men and women in letters, the arts, the sciences and all the other splendid manifestations of the human spirit.

We have won great victories over political tyranny. Chattel slavery has been politically ended. The poll tax is under heavy attack. Freedom of speech, press, assemblage, religious worship, trial by jury and the right of *habeas corpus* are guaranteed. These civil rights or liberties are not absolute. Yet, it would be difficult to overestimate their importance. They were beacon lights to those millions who left the Old World for the New, fleeing oppression, seeking freedom, just as other millions would be today were it possible for the living victims of Hitlerian madness to escape their shackles.

But there is another side to the ledger. American civilization is far from perfect. Despite the fact that we have built a hundred cities, gridironed a continent with rails and motor highways,

bridged streams and conquered forest, plain and desert, our house is far from being in order. We have pillaged and wasted a considerable proportion of our natural resources; we have shamelessly exploited a large percentage of our population, notably our farmers and laborers; slums and other wretched habitations feature our urban communities; consumers of goods and services have been and still are defrauded; racial minorities, especially the Negro, suffer a thousand and one humiliations; unemployment and poverty are recurring headaches; the machines and gadgets which have increasingly given no mastery over the physical universe tend to enslave us because of our failure to date to utilize them more fully for the benefit of humanity; religious bigotry is still prevalent; our national income in the form of goods and services is badly distributed and flagrant inequality exists.

Why this debit side of the ledger? Largely because we have given material acquisition precedence over human welfare. Too many Americans have allowed themselves to become spiritually bankrupt, apparently forgetting that no institution is any better than the persons who are responsible for its functioning and that this is especially true in a democracy. Whatever else we may profess to be we are born pragmatists. We are a practical, materialistic people. The great majority of our forebears who came to these shores came to improve their social-economic status, to get on in the world. The firstcomers found an unexplored virgin continent which they and succeeding generations, by means of hard work, endless planning and technical ingenuity, proceeded to conquer and to exploit. Values were expressed in terms of money or personal material advantage and not in terms of the acquisition and the refinement of standards of value—physical, intellectual, emotional, esthetic and spiritual. Success in life meant getting on in a material way and it was natural that it should be so. In the past, the territorial growth of the United States, its vast stretches of fertile land, its rich stores of natural resources, the overlapping waves of immigrants continually providing a new bottom layer for the social structure and the rise of new industries have often combined to make it relatively easy to rise from office boy to captain of industry or commercial prince. Today as the nation approaches maturity the proportion of each generation which can realize such a dream will probably

become smaller. In part it should be replaced by other values in life, non-materialistic in character.

America, it seems to me, is now at the parting of the ways. We must make a choice between things spiritual and things material; we must decide whether we will place our emphasis upon rational and humane ends or upon Mammon; we must decide whether we will make things economic an end in themselves or merely whether individually and nationally we are going to put a premium on selfishness, prejudice, bigotry and racial antagonism or upon the doctrine of the Brotherhood of Man not only in theory but in practice. We must decide whether the United States is to become another imperial Rome, only more so, and exploit the rest of the world and thus run the almost certain risk of being hated by the rest of the world or whether this country will collaborate with the other nations of the world in establishing an international authority which will have jurisdiction over all matters that vitally concern and equally belong to all nations. Finally, we must make up our mind whether the forces of reaction or those of liberalism are to prevail—and by liberalism I mean a course of action which promotes the welfare of the masses of our citizenry and not a favored few. The time has gone by when the masses can be persuaded to believe that poverty and destitution are in accordance with God's will. Through the schools, the press and the radio they have been made aware of the man-made frustration of their hopes, aware of their power to organize for the defense of what they regard as their interests.

Unquestionably, man will continue to gain control over the physical world. The great technological revolution which features our age will not terminate with the war. The multiplication of gadgets and machines should not only enable us to improve our standard of living but at the same time give us more leisure for living. The world of tomorrow, the product of the scientific, rationalistic, humanistic and democratic revolutions of the last four hundred years should be a world of both freedom and control—freedom of religion, of speech, of organization, of learning, of opportunity, of enterprise. But it should be a world where society through government will prevent monopolization and other forms of economic activity which it considers anti-social in character. The world of tomorrow should be a world where more

people will be more free in the sense that they are masters of themselves. We become masters of ourselves when we have learned to utilize fully and creatively our individual abilities—physical, emotional and intellectual. People are not free who are handicapped with unnecessary psychological inhibitions, who are victims of preventable diseases, who harbor irrational prejudices against men of differing views, of other cultures or other races, or who practice religious bigotry. The world of tomorrow should be a world where education should increasingly be a liberating education—liberating in the sense that it freed men from ignorance, superstition, fear, prejudice, unnecessary physical handicaps and the need to use force in the solution of social problems.

It is in this kind of a world of tomorrow that I should like to see the United States assume leadership. To this end I would have the members of this graduating class and indeed, youth everywhere, observe what I like to call A NEW TEN COMMANDMENTS FOR 20TH CENTURY YOUTH:

1. Know yourself; substitute positive for negative attitudes.
2. Be informed; avoid ignorance and superstition.
3. Cultivate a sense of responsibility for your thoughts, words and actions; remember that freedom and privilege always entail responsibility.
4. Distinguish between right and wrong in terms of human welfare and always champion the right.
5. Always speak the truth; be honest with yourself and with others; acquire a reputation for integrity and trustworthiness; avoid having a negative and gloomy conscience.
6. Avoid the habit of being a parasite, mentally and physically; do not try to get something for nothing.
7. Always be courageous and fearless. Don't be hypersensitive, jealous and touchy; learn to cooperate effectively.
8. Learn to think clearly, to interpret wisely and to act with maturity.
9. Avoid fear and anxiety; have faith in yourself and in other human beings; be tolerant, sympathetic and understanding.
10. Use all your talents to good purposes; don't be bounded on the north, south, east and west by yourself; don't be ego-centric; cultivate largeness of vision and the habit of serving others.

Horace Mann said, "Be ashamed to die until you have won some victory for humanity." The person who observes the above commandments and who labors in the interest of ridding America of those forces of reaction and darkness will, in my opinion, have won such a victory and thereby have ennobled himself.

COLLEGE CREDIT FOR MILITARY EXPERIENCE

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AMONG the many problems which have resulted from the present war, the problem of what educational credit to allow for military experience is probably not the least.

It is now known that men and women in the armed forces of the United States are pursuing their education in one of the largest educational programs in the world. In addition, they are undergoing experiences, gained through travel, work, or combat, which in themselves have educational value. When these men and women return to the colleges and universities, as undoubtedly many of them will, after they shall have completed their term of military service, they will have reason to expect that they should receive educational credit for the training and experiences which they have undergone. What is the nature of this training, and what is the nature of the experiences, for which educational credit may be claimed and allowed?

This training, and these experiences, are:

1. Basic military training.
2. Correspondence courses offered by the United States Armed Forces Institute. More than 100 such courses are now being offered.
3. Correspondence courses sponsored by the United States Armed Forces Institute and offered by more than eighty cooperating colleges and universities.
4. Class instruction sponsored by the United States Armed Forces Institute.
5. Individual study engaged in by service men in cooperation with, or independently of, the United States Armed Forces Institute.
6. Army-Navy service courses, of which there are more than a thousand in number, offered by the Army and the Navy for the purpose of providing specialized training of a technical nature to Army and Navy personnel.
7. Courses pursued by service men in colleges and universities in connection with such programs as the Army Specialized Train-

ing Program, the Navy V-12 Program, and other programs for which the Army and the Navy have made arrangements with colleges and universities.

8. Experiences gained through travel, and through contact with various peoples and various cultures.

9. Work experiences.

10. Combat experiences.

The problem of the granting of educational credit for such training and for such experiences is complicated by the fact that the amount and quality and kind of training and experiences will not have been the same for all members of the armed forces. The problem is further complicated by the possibility that men and women who have been employed in war industries may also return to the colleges and universities with a record of experiences and perhaps of training for which they may feel that they should receive educational credit.

The purpose of the present paper is to indicate, briefly, tentative conclusions that have been reached to date on this problem and to call attention to some of the services that are available to colleges and universities desiring to use such services. A statement of these conclusions, and a listing of these services, follow.

1. American educators are, on the whole, opposed to the granting of blanket credit, except in the case of basic military training, for which it is felt that blanket credit may be issued in an amount not to exceed the amount which would ordinarily be earned in half a semester. It is recommended that such credit be assigned to physical education, hygiene, military training, or electives.

2. The consensus of opinion, among representatives of the colleges, universities, and accrediting associations, appears to be that educational credit for military experience shall be based upon demonstrated educational competence.

3. Educational competence, for purposes of student accreditation and student classification, may be demonstrated by examination.

4. A number of examinations for this purpose have been developed. These will be administered through the facilities of the United States Armed Forces Institute to any man or woman serving in the armed forces who shall make application for such service. The examinations are:

a. End-of-the-course examinations.

b. Subject examinations, on the high school and on the college level.

c. General educational development examinations, on the high school and on the college level. These examinations are intended to help educational institutions determine the level of educational development to which an individual may have attained, whether middle-of-the-year college freshman, beginning college sophomore, or what. The examinations cover five areas, namely, mathematics, social science, natural science, literature (or the humanities), and English. They are accompanied by national norms, classified as to geographic regions and as to types of institutions.

d. Tests of technical competence. Such tests may be of service in determining to what extent an individual has met requirements in a major field.

5. It is not obligatory for any college or university to use these or any other examinations, in attempting to evaluate the educational experience of service men. It is recommended, however, by representatives of the American Council on Education and by representatives of accrediting associations, that these or other examinations, preferably examinations with adequate norms, be used for this purpose.

6. Alternate forms of the examinations sponsored by the United States Armed Forces Institute may be procured by institutions of higher learning from the Cooperative Test Service of the American Council on Education. By means of these examinations colleges and universities may establish institutional norms, should they so desire.

7. Any member of the armed forces desiring to take one or more of these examinations may make application to the United States Armed Forces Institute. The Institute will send the examinations to the proper official, who will make the necessary arrangements to have them administered to the applicant. The papers will then be sent to the United States Armed Forces Institute for scoring. A record of the scores will be kept at the Institute. A transcript of this record, together with other pertinent information which the Institute will assemble, will be sent to any educational institution upon request of the service man for whom the record is kept.

8. For the completion of an extension course given by a recognized college or university in cooperation with the United States Armed Forces Institute, credit may be allowed on the basis of policies adopted by individual institutions.

9. For extension courses on the college level, for independent study, for study carried on in connection with locally organized classes or group discussions, credit may be allowed on the basis of examinations in the appropriate subject matter fields.

10. Competence in technical and vocational areas may be demonstrated by examinations in appropriate fields given by the United States Armed Forces Institute or by the institution. It is recommended that credit for such demonstrated competence be granted only if the fields correspond to technical or vocational subjects for which credit is regularly granted by the institution.

11. Credit for specialized Army-Navy educational programs, in which the student has participated in a college or university, is to be determined by each institution in accordance with its usual policy.

12. Credit should officially be recorded by an institution only for students who have been or are enrolled.

13. Men and women who have been employed in war industries are to have their training and experiences evaluated on the same basis as men and women who have served in the armed forces. Alternate forms of the examinations sponsored by the United States Armed Forces Institute may be used by the institutions in evaluating the educational competence of such individuals.

14. The United States Armed Forces Institute will act as a clearing house in the accumulating and transmitting to colleges and universities, upon request of the service men, records such as those indicated below.

a. A record of correspondence courses taken with the United States Armed Forces Institute and tested by end-of-the-course examinations. The record will contain the name of the course or courses, a brief description of each, and the applicant's rating, in terms of "distinction," "satisfactory," or "unsatisfactory."

b. A record of correspondence courses taken with one or more of the cooperating colleges or universities. The rating of the applicant will, in these instances, be according to the practice of the institutions concerned.

c. A record of training received in Army-Navy service schools. This record will contain the names of the courses pursued, a brief description of each course, a statement as to the number of contact hours, and a rating of the applicant in terms of numerical marks.

d. A record of subjects studied independently or through class instruction, and tested by subject examinations. The record will contain the name of the course, a brief description of the course, or topics studied, with a rating of the applicant in terms of "distinction," "satisfactory," or "unsatisfactory."

e. A record of achievement on tests of general educational development, in terms of percentile ratings for each test based on national civilian norms.

f. A record of work, or service, performed in the Army or the Navy. This record will contain a brief description of the service performed, and of the skills and knowledge prerequisite to it. It will include a rating of performance.

g. A record of identification data for each applicant.

15. The Committee on Accrediting of the American Council on Education, meeting last December with representatives of the accrediting associations, recommended that a competent director and staff be appointed

a. To prepare a manual that shall provide "concise descriptions of the specialist training programs, off-duty educational courses, and educational programs conducted by the armed forces." So far as "feasible," this manual is to indicate "approximate academic equivalents of the various military experiences in terms of the subjects usually taught in secondary schools or higher institutions, together with suggested minimum and maximum units of college credit, depending among other factors upon the course of study involved.

b. "To make recommendations to the colleges and universities when requested as to the amount of credit or classification that should be given an individual upon the basis of examinations offered by the United States Armed Forces Institute and on the basis of the various specialist courses in the military services.

c. "To summarize at the end of the study the information and experiences that are significant for preparing a further

statement of policy, and to make such plans for future action as are deemed desirable."¹

It would appear, from reports and articles published on the subject, that the conclusions and trends summarized above have been endorsed, in principle, by the five regional accrediting associations, by some of the professional accrediting associations, by state departments of education, and by more than 500 colleges and universities.²

The problem of the granting of educational credit for military experience is a problem which each educational institution will need to meet in accordance with plans of its own devising. A number of institutions of higher learning have taken definite steps in the direction of solving this problem. To those institutions which have not taken such steps, the suggestions listed below may prove helpful.

1. Appoint a committee to handle the problem of the accreditation and placement of the men and women who return to the institution from service with the armed forces or from service in war industries.

2. Send to the United States Armed Forces Institute for such information as the Institute may have prepared or procured for the guidance of educational institutions in the matter of the granting of educational credit for military experience. Such information may include catalogs of courses offered by the Institute, and copies of manuals prepared by or for the Institute that may have guidance value to the institutions.

3. Procure from the Cooperative Test Service of the American Council on Education, 16 Amsterdam Avenue, New York, alternate forms of the tests used by the United States Armed Forces Institute in appraising the educational competence of men and women in the armed forces.

4. Write to those of its students who are now serving with the armed forces, and whose education at the institution was interrupted by their induction into the war. Explain to these men and women what steps the institution has taken to provide for their accreditation and re-instatement in the institution at the

¹ Committee on Accrediting, "Proposals," *Educational Record*, vol. 25 (April, 1944), p. 166.

² Zook, George F., *Sound Educational Credit for Military Experience*, American Council on Education, Washington, D. C., 1943.

close of their period of service. Urge them to take, before leaving the service, as many of the United States Armed Forces Institute examinations as may cover the training and experiences they have had while in the service. Ask them to have the United States Armed Forces Institute transmit to the institution such records as the Institute may be able to assemble in their behalf. Ask them to do all this while still in the service, since once having been discharged from the service the facilities of the Institute may not be open to them.

5. Obtain from colleges and universities transcripts of credit for extension work taken in connection with the United States Armed Forces Institute by former students.

6. Make arrangements with local high schools, in so far as possible or necessary, for acceptance toward graduation by the high schools of post-war credits earned in the local college by men and women whose high school education was interrupted by the war, and who may return to the college rather than to the high schools to continue their education. Such arrangements will, of course, not be necessary in the case of those men and women who may already have received their high school diplomas through the granting of credit for military experience by the high schools.

7. If necessary, appoint a special committee to deal with the problem of sub-freshman courses.

8. Institutions which have offered courses by extension, in connection with the United States Armed Forces Institute program, and institutions which have carried on ASTP, V-12, or other Army-Navy programs, should prepare descriptions of such courses for transmission with transcripts of credit to other educational institutions upon request.

KNOW OUR ALLIES!

MAURICE T. PRICE

SOCIOLOGIST, UNIVERSITY OF ILLINOIS

(An Urgent Note on
Our Failure to Use American Mediators of International
Understanding in Our Universities, Colleges
and High Schools)

IF we of the United States really wish to work amicably enough and closely enough with our new allies in South America, Russia and the Far East (and perhaps India) to assure future world peace, should not our colleges and universities take immediate steps to provide teachers and laymen with a far more realistic and sympathetic understanding of those countries and their peoples, cultures and races, than we have yet planned to provide, or possibly imagined ourselves providing?

Does this smack of over-emphasis? We need not forget other pivotal peoples and spheres of interest upon which much thought and effort are now being expended. But the point, comprehensively, is this, is it not?—Unless this second World War is to be allowed to lead in turn to at least a third World War, *previous to which* the most secret, subtle, dissension-provoking, fifth-column activity the world has yet seen, will be carried on for years, and the most ruthless and devastating blitzes the world has yet seen, will be prepared in super-secrecy; and *after which* free spirits may be crushed and subjugated and robot-ized beyond anything we now conceive—unless these are to be allowed to happen, it seems reasonable to believe that many new things will have to come into our lives by our own deliberate planning and social prophylactics. One of those new things is genuine understanding of and close cooperation with countries and peoples who thus far have been on the periphery of our real co-workers. The understanding, obviously, must be of a quality that overcomes a great deal of our present ignorance of and prejudices against those peoples and their cultures. The cooperation must be of a quality that arises only where a man is considered a man, regardless of color, race, creed, political belief, economic status or so-called literacy. To achieve both will require vigorous yet patient effort.

Is it unfair to single out these new allies for special attention in our colleges and universities? To answer that question, let us ask another. Is it not true that thus far systematic study of those peoples and cultures have been virtually excluded from the ordinarily required history and social science materials of high school, college and university and that many schools have few or no electives in which the student can become informed about them? In view of this former neglect and present hiatus in our instruction, must not our conclusion be that if persons can be secured by the high schools, colleges and universities of the country who are qualified to give curricular courses on these countries, it is of paramount importance that they be secured and set to this task?

ARE QUALIFIED MEN AND WOMEN AVAILABLE?

But, you ask, are there any such men and women available? The reply is, Yes, there are! And by that I mean qualified not merely by book knowledge, but also by prolonged residence and close personal contacts in those countries. This is important. It is those actual contacts which give one that intangible "feel" of another people which enables him to interpret the hundreds and thousands of items of behavior and culture liable to be misunderstood by the foreigner who is unable to supplement historical, descriptive and statistical data with a realistic context of experience within which he can view such items.

Although my own personal acquaintance with men and women who have resided for a number of years in a foreign country are weighted heavily by those who have resided in the Far East, of them I can confidently say this: of those I have known personally, man after man and woman after woman has returned to this country, published a number of outstanding articles or perhaps an authoritative book (about some special phases of the situation in the Far East), but, discovering no school interested in courses on the Far East, has gone into another line of work or teaching. Some had been government officials in the Orient; some, business men; some, missionaries, including educational missionaries; and others, free-lancers. Graduates from our best colleges and universities, of course, and among them Ph.D.'s. A few of them have now joined the staffs of colleges and universities teaching

such subjects as philosophy, psychology, education, sociology, economics and political science. Some of the non-teachers, however, could do as good a job of teaching as most of the degree-d and professorial instructors *I* ever had in *my* days as a university graduate and undergraduate student.

And I have strong reasons to believe the same general situation holds for former American residents of Russia and South America.

A few words of caution! First, it is true that a few of the men and women I have in mind are over the 38- and 45-year military draft levels, and for that reason are more likely to be available than younger men. But this must not be interpreted as meaning they have lost their flexibility. Residence abroad has added resiliency to the minds of more than a few of them. Second, it must be recalled that the supply of such persons from the Orient has been virtually pinched off. The source has been drying up since about 1927. Americans are neither going to, nor coming from, the Far East as they did formerly. The supply now here must be stretched quite a way into the future, apparently. The armed forces and consultative positions have absorbed some. It may take a little hunting to ferret out all those still available here. Third, many of those whose knowledge of the Far East was not used when they returned, have naturally become absorbed in new tasks by which they have been earning their livelihood. It may take urging and a little pressure to get them back into the field of their early interest. And fifth, they may need to be given a little time to brush up—possibly even a session at the Harvard-Yenching Far Eastern Institute sponsored by the American Learned Societies' Committees on China and Japan. After all, it is a real job to teach a course, let us say, on *The Civilization of China*. If you don't think so, just try to imagine what would have been involved in teaching a course on *The Civilization of the United States* several generations ago if we had had over 400,000,000 population and a heritage of 3000 years to boil down.

NEXT-BEST SUBSTITUTES FOR PAST RESIDENTS IN SOUTH AMERICA,
RUSSIA, THE FAR EAST

In case it should turn out that the demand for such men and

women should exceed the supply, it may be well to consider the next best substitute. And the demand *will* exceed the supply if our high schools and junior colleges take hold of the problem, and the teachers colleges in turn attempt to train teachers to give the necessary courses for those schools. Next-best substitutes would be men or women with a broad training in either history or the social sciences who have some interest in philosophy or religion and the arts (including literature), who are ready to study both fact and fiction, so to speak, of the Far East. Let us illustrate by an actual case. The man I have in mind—I don't know whether he would be interested or not, but here he is—is a Ph.D. from Harvard where his thesis was devoted to about a hundred years in one phase of Oriental-Occidental relations. He in teaching ordinary history courses now in a large urban high school. He has never been abroad. Before he is assigned to teaching courses on the civilizations of the Orient, he should not only take a course in the entire history of the country concerned (if he has not already done so), but, if the country be China, for instance, should also read several old Chinese novels in translation. Why novels? Because, unlike modern Occidental novels, they have evolved out of many years' oral rehearsing of the component stories to the common people of China and reflect their lives and interests vividly. As Pearl Buck remarks, "No one can understand the mind of China today who has not read these novels. . . ." Incidentally, the wise person teaching Chinese history to Western students will require his own students to read at least one of these old Chinese stories.

It will be noticed that no mention has yet been made of the Chinese language. Why not? Well, this man has already been covering Egyptian and Babylonian history in a course on Ancient European History, I presume. Did he learn those languages? No! If he had, would he be teaching general European and American history? Would there be time for both? (To accomplish the purposes of general ancient history courses in a high school, moreover, would they be of any very great help? Rather obviously, I think, no.) And the same is true of hundreds of men and women throughout the United States who should be teaching introductory or general courses on China and Japan.

One of the most desirable teaching combinations, of course, is

one of the social sciences *and* one or more special courses on the civilization of China, of Japan, or, much more difficult, of both. In the past, there has been a sort of lopsidedness in the excess number of courses devoted to political aspects of the Orient.¹ We might have understood both China and Japan a great deal better during the past five years if we had dug deeper into the traditions, social organization and "psychology" of these peoples.

And now perhaps it should be reiterated that I have illustrated by reference to the Far East only because my personal experience has not reached to South America and Soviet Russia. What has been said of the Far East doubtless holds to a considerable degree for them also.

LAYING THE GROUNDWORK WITH ANTHROPOLOGY AND SOCIOLOGY

While there is no substitute for courses on the peoples and civilizations of our new allies—in South America, the Far East, and Russia—it should not be overlooked that there are other courses in most colleges where a scientific and, on the whole, sympathetic view of foreign peoples, races and cultures in general is given to students.

I refer to courses in anthropology and sociology.

Given in a straightforward, matter-of-fact manner, such courses, depending upon the assortment of materials given, take the props out from under our popular ethnocentrism and racism. It is not a matter of preaching. The materials themselves simply have that effect. True, the materials particularly effective in this way may not be given much prominence in some texts or teachers' presentations. However, they are usually touched upon, and accordingly they are producing some results now. This is positively known to many a teacher; it has been proved over and over again by classroom tests; and it can easily be demonstrated by batteries of special information and aptitude tests administered before and after such courses or relevant parts of courses.

At present such materials suffer from being squeezed into the usual over-crowded introductory courses on anthropology and

¹ See the writer's article "The Next Step in Oriental Studies in Our American Universities and Colleges," *Historical Outlook*, March, 1932, and then compare the curricula in Edith Ware, *The Study of International Relations in the United States*.

sociology. As a result they are not a half, or possibly a fifth, as effective in breaking down cultural and racial prejudices as they might be. With encouragement from university and college presidents, not to speak of administrators of lower schools, the materials on "Race, Environment, and Cultural² Development," let us say, could well be expanded into an entire course—at least during some years to come.

If university and college presidents, deans of liberal arts colleges and other administrators are not aware of the efficacy and possibilities of such courses and course materials, it is high time the facts were called to their attention, so that they may be given an importance—and a job to do—commensurate with the need of breaking down prejudice and building up understanding in the sphere of racial, cultural, and national groupings.

With such courses as a foundation, and with special single courses upon the world's great areas of people whom we must know and work with for international peace, we shall be contributing toward an initial tolerance and goodwill that may help immeasurably in facing our common problem of peace.

² Cultural is used here in the anthropological sense.

THE ARTS PROGRAM AND ITS FOUNDER

ERIC T. CLARKE

ADMINISTRATIVE SECRETARY, METROPOLITAN OPERA ASSOCIATION

NOTE: Address delivered at Westminster College (Pennsylvania) May 20, 1944, when honorary degree of Doctor of Laws was conferred on the author.

WHEN Dr. Galbreath told me of the ceremony to be held here today he knew well enough that he was the bearer of welcome news, but I doubt if he knew how deeply he perplexed me. I am still perplexed. For it seems incongruous that Westminster or any college should award a degree to one who had to make three attempts before passing his college entrance examinations, who had to repeat his freshman year and who at the end of that second year, quit college for good and all, leaving behind him the record: Pre-medical, conditioned in physics. For many years afterwards any degree must have been out of the question. Such an honor was scarcely for one who tried in vain to discover what he was best fitted to do in life, who until a few years ago had no sense of vocation.

In my perplexity I have found relief in the thought that Westminster College is paying its respects to an experimental undertaking of the Association of American Colleges, made possible by a grant from the Carnegie Corporation, and that it has singled out the individual who had the good fortune to set the experiments in motion. You could not very well put hood and gown on the enterprise itself.

What was wrong at college? As I look back to those days, now more than a third of a century ago, I can see that college was a happy experience for those who knew what they wanted, less happy for those who knew not. The accent seemed to be more on pre-professional training than on higher general education. The curriculum consisted in measured lengths of specific subjects which, laid end to end, led towards graduation—individual subjects, each a separate strip, pure in itself, unalloyed. Each subject was taught, not as a part of liberal education, but as an end in itself; not as related to the sum of life, but actually in isolation from it. The college acted as though its students had chosen their professions and were now abandoning all else in their effort

to fulfill the requirements. It had the ways of a graduate school among immature minds and was squeezing them into conventional professional shapes. Some of the teachers were distinguished in their fields; all of them, I have no doubt, were citizens of good character; but their professional lives and their lives as cultured people were divorced. Each of them had too much ground to cover to permit more than an occasional glimpse across the fence. And I have more than a suspicion that after several years of such teaching few among them could have enjoyed themselves where professional conversation was out of place.

What was wrong with me? Chiefly this, that here at 17 was a range of interests so wide that it had no focus. The road I had chosen, largely because some choice seemed to be expected of me, was medicine. That meant botany, zoology, inorganic chemistry, physics for the first year, with other subjects, all increasingly specialized, to follow in the years to come. Adventures in other fields—history, philosophy, art—the pre-medical curriculum had no time for them. They were strips of other roads and led towards other goals.

It was not long before I began to have doubts. Instead of trying to cover my assignments I dawdled along, admiring imaginary views of adjacent fields, fascinated with extra-curricular life, and falling behind. I had no sense of call to the medical profession, except that there had been doctors on both sides of the family, and I began to think that only those should become doctors who would rather die if they couldn't be. But if I decided to abandon medicine I must choose some other objective, and this time I would be expected, at home if not at college, to stick to what I chose or be marked down a rolling stone. Awful words! In my youth, when boys intended for business were usually put into an office at 14 or 15, the expression "a rolling stone gathers no moss" was synonymous with "ne'er-do-well." Today, I am inclined to think the expression a compliment. It implies adaptability to circumstances; maybe a spirit of adventure. Is there really merit in gathering moss?

Whichever way I looked I saw highways, each separate from the rest, each with its prescribed set of subjects, each leading to a profession. Apparently, if I chose one field of study, I must forswear all others. That I could not do. I recall my sense of guilt,

tagging along as I was behind a brother who knew exactly what he wanted to be, who had known since he was 13 that he would be a research organic chemist, who was doing brilliantly at the same college, heading straight along the course he had charted for himself—a course he has followed progressively all his years. No, if a choice must be made I would choose to leave college, forswear its degree, support myself and be free to enjoy the richness unrestrained of life itself. If ever I should have a calling, circumstance, not I, would choose it.

Never have I had cause to regret the choice. Yet, in a sense, it was unfortunate because college training is fully as important as practical experience; indeed it is supremely necessary if a new generation is to arise, eager and ready to face this changing world about which so much is being said. As I look back, I think I was fair raw material for college education and undoubtedly might have spared myself of much that later had to be learned the hard way, but my thoughts kept wandering from the particular matter in hand to that general hunting-ground where all learning roams in happy relationship. Nor have I ever had cause to regret my lack of an academic degree. On the contrary, since walking on the fringe of higher education, I have claimed a special virtue in having none—like the fox who lost his tail. Today you have robbed me of my virtue.

I am indulging in this much reminiscence because I have become aware that certain convictions as to education (call them prejudices if you will) date back to those brief college days. These convictions (or prejudices) grew steadily, no matter where I might be at work. They were with me as an efficiency engineer (so-called) working on a variety of assignments, from industrial reorganization to investigations of municipal governments; I was aware of them for the nine years when I was assistant to the president of the Burroughs Adding Machine Company; the same thoughts kept recurring during the years of theatrical and musical administration under the University of Rochester. Even today, as I work with the Metropolitan Opera Association, trying to convert into a public institution what began as a plaything of plutocratic wealth, the same thoughts are with me yet: why should so little resource be carried over from college into life?

I had often heard it said that college put its stamp upon the man or woman who had gone there. In all these varied activities

there would, of course, be college graduates working side by side with people who had never been to college. But the strange thing was that I could not easily tell them apart. Unless the one happened to talk of the days at Old Siwash or the other say something about graduation from the college of Hardknocks they really seemed very much alike. They seemed no different in their ways of thought. Just about the same proportion did the thing they had learned to do, made a miniature world of it, appeared unconcerned as to where it fitted into the scheme of things. As I came to know them better I would find almost invariably that the college graduates who had gone out into the world had left their days of education behind them as something over and done with, so far away as to seem like the recollection of a previous incarnation. Obviously, if they did so, if the college education was not a living experience which continued to grow, they were actually putting themselves at a disadvantage with their colleagues. The college of Hardknocks has no accelerated program; it never stops.

Often I asked men and women in middle life what they thought about college and what it had done for them. Often I heard the same answer: college had been a pleasant experience; it had brought new friends; this and that had been studied, but not much remained; college had been isolated from real life; graduation, of course, had been called Commencement, and the speaker when distributing the sheepskins had said it marked the beginning of life, but actually it had marked the ending of one life and the beginning of another. However, in the next breath would come something more hopeful: there had been Professor So-and-So, he certainly had known his subject and had made it live, had shown how it was related to everything else.

From these conversations and these business experiences certain ideas gradually began to take shape.

The degree which a college awards is usually taken as evidence that certain studies have been completed. But it implies more: it is, or should be, the mark of a well-educated person. By this I mean someone who has a higher general education, one whose mind and whose intellect have both been trained. It is the need for the training of both which gives the liberal arts college its particular importance to our generation. Of course, appropriately to this scientific age, there must be more time spent on courses for the intellect than for the mind, more study of facts

to be taken in than of truths to be chewed. So the training of the mind cannot be completed in courses but must be largely incidental to the studies and be a part of life as it is led on campus. For this reason it is important that the entire faculty should be composed of people who are themselves well educated and doubly important in the case of those who represent the arts that minister to the mind.

If the seed of higher general education is to flower after graduation the teacher will be the cause, not the curriculum. Personality is always more important than subject matter. Indeed, unless there is a specific profession in sight it never matters much what are the subjects of study: most of the facts will wash away anyhow; the priceless gold of college education is in the sediment.

Every college knows that each of the subjects it offers may be an entrance-door to liberal education, that there are connections between all these subjects, that a liberal education consists in an awareness of these connections. Every college knows that each member of its regular faculty, whatever his subject, should be a well-educated person who understands fully the implications and ramifications of his subject. But every college knows also the trouble there is in having its faculty members sit down together saying, "Come, let's correlate. Let's begin to merge into one whole, into a proportioned edifice, the separate building bricks of college studies."

The teacher's duty is to teach his subject, to cover the ground. Correlation between subjects is best done by the visitor. The visitor is not troubled by the need to prepare students for tests. He is free to present the unusual and interesting aspects of his subject, to quicken thoughts and then go his way.

A few years before the Association of American Colleges started the Arts Program I had been engaged to teach in a small men's college. The subject was the history and literature of music. Enrolment was encouraging, about one-third of the students being signed up for music in some form or other. But what about the rest? Were two-thirds of the students to go through college without it? I couldn't conscientiously claim that each of them should sign off something else to make room for music. No, if I was to reach them at all, it must be through the courses they were following. An interesting challenge! If I honestly believed

what I had often airily averred, that music did pervade every aspect of life and had its connection with every other subject in the curriculum, here was a way to prove it. So I started on a pilgrimage to interview every other teacher on the faculty. The opening question was: What can my subject do to help you in the teaching of yours? Of course, I often drew a blank but almost as often drew an enthusiastic response where I had not expected one. It was a good idea, this thought of the teacher as a service department for his colleagues. It looked like a means of getting an integrated education. But it had one serious weakness, and that weakness became plain as soon as I began thinking what would happen were every other teacher to do as I did. It spelled dilution. You cannot get much concentrated work done during a game of general post. I came to realize that if my pilgrimage succeeded it would be only because I was a visiting teacher, engaged for one day a week. When I wasn't on campus my colleagues had a chance to get some work done. But the experiment did indicate what a visitor might do, and that his visits should be designed as much for the benefit of the faculty as for the students.

The opportunity to begin the Arts Program came during the Spring of 1936 when the Carnegie Corporation of New York made a grant to the Association for experiments to develop the educational possibilities of campus visits. We began in music, thinking that musicians might perhaps contribute something more than the general cultural value of their performances. Many member colleges were spending considerable sums for concerts but most of them were purveying personalities, not music. They would buy names from the concert managements with little knowledge of the people that bore these names; they'd let the name arrive in due course (usually just before the event); they'd accept the performance and then (usually on the same evening) let the distinguished name depart after threading a way through the usual crowd of stage-door autograph hunters—all exactly as though the college auditorium were no different from any public hall. Cultural this was, maybe; educational, perhaps, but scarcely the kind of education one would expect a college to offer. Certainly an educational opportunity was being missed.

It was in the hope of having the concert artist recognized as a visiting faculty member *pro tem.* that we began by choosing con-

cert artists who were well educated musicians and teachers at heart (as in theory every interpretative musician must be, although performers often are not) and offering them to colleges for sequences of two-day visits. We had the visitor meet faculty and students informally to discuss his interests in relation to theirs; we arranged visits to classes in music and kindred subjects, *e.g.*, physics; and we let the formal concert itself come as the climax of the visit. Those who attended it had by then some idea of the kind of person an intelligent artist must be to succeed, and there was such a genuine appreciation of the program that requests for autographs would have seemed silly. Stage-door adulation has no place on any college campus. The plan worked well. It still continues.

One of the first things we learned from these experiments was that if the visitor was to be of help as an educator a special program for the visit must be laid out beforehand. This the ordinary entertainment committee was in no position to do. It could take care of arrival, event, departure, but someone nearer headquarters would be needed to lay out the sequence of conferences and visits to classes. So, to prevent the president and his deans from being burdened with such detail, we asked for the appointment of a coordinator. In eight years this has become standard practice, largely because colleges have come to realize that virtually any one who comes to spend a couple of days or more on a campus may have something useful in him. The coordinator's duty is to get the best for his college while taking care that the visitor is not overtaxed. Visiting colleges in sequence is strenuous work—the more successful the more strenuous—but it is exhilarating, and, as one visitor has put it: "You stagger home refreshed."

Traveling along with the first few musicians to see how they fared, and being present when they met the Music Department faculty, one could scarcely avoid comparing and contrasting the lives these people led. Here was the visitor, away from home but enjoying his opportunity to perform and to extend his scope as a teacher. (Almost all concert artists are also teachers.) And here was the teacher, also perhaps trained as a concert artist, but now tied to his duties on campus, with little incentive to keep up the quality of his performance—a couple of recitals a season and he

would have exhausted his local audience. If he were a good performer and a well educated musician, might not he too gain from making such visits? If he exemplified the liberal culture which was the ideal of our colleges and had something interesting in his personality, might not he too be useful to the colleges he visited, and return with new ideas for his own? His college should gain from the widening of his own horizon. It seemed like a good idea, and it had this practical advantage, that, on a basis of salaried leave of absence, the cost should be within the range of even the smallest institution.

After some search a likely man appeared—a concert pianist who headed the Music Department at Colorado College. His president cheerfully freed him for a two weeks' tour, and we offered him for a sequence of half-week visits to the colleges in the Mississippi Delta (a section of the country he had never seen before). The colleges accepted, the visits were made, the experiment succeeded. Thus began the plan of Faculty-Artist Visits. It has grown steadily ever since.

During the search I had become appalled at the number of college music teachers who had allowed their fingers to grow literally and metaphorically stiff, and when I found that this was true also in the departments of Fine Arts and in the other divisions of the arts in our colleges generally I became alarmed. What sort of instruction could the students be getting from people who talked about art but didn't practice what they preached? For such a teacher to reply that he had been hired for one aspect only of his art was no justification for his letting all else slip. True, he might be unwilling to display his efforts in the other branches of his art (the teacher of singing might have lost his voice) but if he neglected to lead a well-rounded life in his chosen profession he must inevitably fall into a rut. Often I tried, usually without success, to argue that the purpose with students was to show them the full richness of artistic life and that the only way for a college to succeed was to have a faculty which lived it.

In every art there are three aspects: doing something in it, teaching and learning about it, estimating or esteeming the work of others. Activity, study, enjoyment: these are the three legs of the artistic tripod. It is necessary to stand on all three legs, otherwise there must be instability. The musician, to be a real

musician, needs to play, teach and listen. The painter needs also to teach and to see what others are doing in his field. So also must the teacher of art history be a practitioner, interested in contemporary art, or he will in time become lopsided and make his students into lopsided human beings. True, we do not distribute our weight evenly on the three legs. Some people are primarily creators; they may refrain from teaching, but only at their peril may they lose touch with the student mind. The critic may never wish to appear as a performer, but if he cannot perform or produce at all (even in private) his critical sense will suffer. So also the teacher, as well as the student who learns from him, will discover that the study of any art, unless it be combined with performance, is not art, but only words about art.

It was while spinning this pet theory of the artistic tripod that I met—it was at Antioch College—a college professor of art who was visiting friendly colleagues. This question was not new to him, he said. Indeed, it had been his experience that any artistic undertaking, even something apart from his teaching, even if pursued as an avocation, was important in rounding out his life as a college teacher. So, filled with hopes for our pending experiment in musical Faculty-Artist Visits, I described the idea to him and he agreed to be the first Faculty Visitor in the Fine Arts. He would take with him his equipment for making jewelry and for tooling leather. He has been making these visits annually ever since (except when his duties have precluded his taking a fortnight's leave of absence) and I suspect that he too has "staggered home refreshed." His name, by the way, is Harold J. Brennan of the Westminster College faculty.

Thus began a series of experiments which developed rapidly in several directions. The Arts Program took college musicians on sabbatical leave and sent them on tours of colleges extending over several months of half-week visits. It took teachers of drama and had them spend a week at a time organizing scripts for rehearsal as living newspapers by the students. It arranged visits interracially, interdenominationally, always taking the visitor to some other district than that in which he lived. Nor did the Arts Program restrict itself to the circulation of people in the expressive arts. It took a comprehensive view of the arts as liberal arts and chose professors of Greek and Latin, of history, philosophy, and

even of the sciences—provided always that they were interested in the arts and had found them helpful in their teaching. Nor did the Arts Program restrict itself to the circulation of teachers from member colleges in the Association. Several visitors were obtained from our national university which is the Library of Congress.

In arranging the programs of these visits we always took pains to have the visitors do the things they felt individually best able to do. We carefully avoided molding them to any pattern and tried instead to treat each case as unique. However, the visits had certain common characteristics. Every visit by a faculty musician included a full recital and, on the other days, a sequence of informal programs designed for students of various subjects or for general gatherings where the hearers might be more at their ease than in the stiff formality of the concert hall. Visitors representing the fine arts would hold exhibits and demonstrations arranged, so far as possible, to connect with the study of other subjects. Those whose visits involved no performance would on the first day state the purpose of the visit and during the following days discuss in group meetings the questions which the lecture had provoked. The visitor would develop the subject by encouraging a kind of *ex post facto* heckling. Perhaps this, more than anything else, explains the remarkable vitality of the Arts Program and its many types of planned visits. Today they are in even greater demand than they were during the days of peace.

Choosing the right kind of faculty visitors was, of course, all-important. Gradually, the essential qualities became clear and a technique for appraising possibilities began to develop. Granted that I was meeting a teacher who seemed to exemplify the broad liberal culture for which all colleges stand, there were only five special points on which to become satisfied:

1. Has he a high standard of performance in his chosen field? So many teachers, as I have already said, have let their fingers grow stiff that on this first point most will eliminate themselves. Where you do find performance in music, or in any of the expressive arts, its quality is not difficult to judge. Nor is it difficult to recognize distinction when you see it in what a man writes. In moving towards the sciences it is well to get some idea of the man's activity in research, for I believe in my brother's dictum

that any man in science who has no piece of research in hand will find his teaching grow sterile.

2. Is his view of his subject exclusive or inclusive? Strange it is how many of my erstwhile colleagues would seem to draw the curtains around their departments. One could scarcely make successful visitors of them. In dealing with this question of broad or narrow views I am indebted to Dean Packer of Iowa State University for an approach he said he once used: "A few students come to you because they love your subject; a few more, mainly because they must. But the great mass walk right by your building, apparently glad that they need not enter it. Are you content that this should be so? Are you content that they should leave this campus and go out into the world knowing nothing of your subject? If not, how do you propose to deal with this problem?" By applying this test one gets quite quickly an idea of a man's attitude to his subject.

3. Is he eager? I need scarcely enlarge on this question. You know how some people leap at ideas, how some recoil, particularly from ideas they dislike.

4. Is he articulate? This question was based on prejudice, I admit. I have never liked to hear any one read his lecture or discourse. Invariably my attention wanders and I begin reflections of my own. Here is a man who professedly knows his subject. Is he afraid that he will forget what he would have his hearers learn? If his well turned sentences are not fixed in his mind, how can he expect to fix them in mine? If that fly there on the wall can draw attention away from the subject isn't there something wrong with the teaching? A man should be articulate, particularly if he is to be a peripatetic professor. The peripatetics talked; all the great teachers talked—they did not read aloud from their notes. So, when choosing visitors I always preferred those who would prepare their addresses, bring their sheaves of papers, arrange them on the reading desk, and then put an elbow on them and tell the audience what's in them.

5. Is he spiritually attuned? Forgive me one more reminiscence. I have never had a religious affiliation. My father was born in Boston, was educated in Germany, lived long in Asia Minor as an archaeologist, then settled in England where we were born. He prided himself on being a true infidel, a man without

faith. He read us Huxley, he had us read Ernest Renan, he talked to us of Ingersoll's lectures. He was, I have since realized, a man of his generation who believed that science would in time bring answers to all human gropings. He tried to bring us up, as he said, with no religious bias. He did not realize that no bias is in itself a bias. He did not live to see what now we know, that the further science goes the more inexplicable become the mysteries of life and the universe. Were he alive today I believe he would agree with my conviction that a religious tradition is indispensable to college education, with this provision only: that the religious teaching, whatever the denomination, must be of the kind that draws human beings together, in contradistinction to the kind that would set its own group apart from the rest. To achieve this it is necessary to have a resident and non-resident faculty of teachers who are spiritually at peace with themselves. No broad higher education can be built on doubts.

COLLEGE STRING QUARTETS

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IT is safe to assume that almost every college in the land has at least one committee hard at work on various schemes of educational reform. If the plight of the world is in some measure the result of faulty methods of education, the present eagerness of university administrators and professors to put on sackcloth with ashes may be taken as ample sign of penitence. If their intentions can be realized it will never again be possible to say that higher education was unmindful of its social, moral, aesthetic and political responsibilities, or neglectful of the development of a sense of these responsibilities in the minds of students.

How these noble resolves can be made effective in the classroom is one of the major questions which the committees have set themselves to answer. Has too great specialization been in part to blame for the ills of education? If students of medicine and engineering were given more time to study the humanities and the social sciences, would they acquire in this way greater wisdom for dealing with the problems of their respective professions in relation to modern society? Has technology dominated the curriculum too long? Or would the swing of the academic pendulum toward the arts and away from the sciences result in vagueness of ideas at a time when precision of thought may be badly needed? Would the study of social science help or hinder the development of a social conscience? If the committees can find decently reliable answers to such questions, their labors may indeed usher in an educational reformation.

The present proposal is modest. At first glance it might seem hardly worthy of serious thought, at least not until the weighty decisions that will face the educational world after the war have been more thoroughly discussed. Suggestions for making art a more lively and serious matter for college students have their proper time and place, but the time and place are seldom right now. College committees and administrators have to be practical and must realize that liberal arts deserve verbal rather than financial support. This very attitude itself should be investigated by

a committee of experts, for it may underlie to an appreciable extent some of the ills of American society.

We constantly pride ourselves on being practical, in spite of the warning that "pride goeth before destruction, and a haughty spirit before a fall." The question may even be raised as to whether excessive boasting about our American practicality is not due to a half-conscious surmise that in some unaccountable way we have become a deplorably impractical nation; that by being too practical, we have not been practical enough.

It has been considered practical, for example, to put up cheap houses close together on small plots of land, for in so doing a quick profit was possible both for the speculator and for the municipal government. As a result, many of our cities offer to the eye little relief from ugly sights and drab views and municipalities are faced with the burdensome disgrace of vast areas rapidly turning into slums. New York City alone has been spending millions of dollars to rescue and restore some of the magnificence of its location between two great and beautiful rivers. Other towns and cities are confronted with similar problems, the solutions for which are likely to run into far more money than was ever realized from the utilitarian atrocities that have at last made the problems inescapable. To be too practical is not to be practical enough.

We tolerate dirty streets and subways, ugly and offensive billboards, juke boxes and chewing gum, hot-dog stands along the beaches and dumps almost anywhere, and count it a sign of progress that trees give way to concrete pavements and parks to tenement blocks. We put up with automobile horns within city limits, the blare of radios everywhere, the roar of trains in the subway and the drone of aeroplanes just overhead at night, and have come to assume that fatuous and raucous music instead of silence is the predestined and proper accompaniment for the movies.

Schools and colleges need take only part of the blame for this lack of taste and sensitivity. Yet to the extent that they have looked upon training for immediately practical ends as their primary goal, they may now well ask whether it is not an equally important part of their task to develop in students some degree of aesthetic discernment through the study of the visual and tonal arts. Otherwise it may indeed become a serious fault of our edu-

cational system that generation after generation of students "which have eyes, and see not; which have ears, and hear not" continue to do nothing about making their country a more attractive and agreeable place to live in.

The following proposal is eagerly and freely offered for what it is worth to college administrators and committees that are struggling with questions relating to postwar curricula. It is no educational panacea: merely one of numerous schemes by which the callow ears of youth may be taught to listen, discriminate and enjoy; and if guided by the right sort of teacher, to extend the discrimination thus acquired in the classroom to the whole range of visual and auditory impressions in the outside world. It is not necessary to agree with Beethoven or Schopenhauer that music is a higher revelation than philosophy to concede that music nevertheless occupies an exceptional position among the arts as a means of sharpening sensory and perceptual discrimination. A person may be fascinated by the subject of some painting and at the same time almost completely ignore the purely visual properties of color, light and shade; whereas if he listens with any enjoyment to music, it must be to a very considerable extent the sounds themselves that create the delight.

Among the various devices for producing musical sound, the assembled use of two violins, a viola, and a violoncello has long been regarded by some of the greatest composers as an ideal medium for the expression of tonal ideas. Haydn, Mozart, Beethoven, Schubert, Mendelssohn, Brahms, Debussy, to mention the first names that come to mind, have all written some of their finest music for string quartet. Many critics and musicians would undoubtedly agree that until a person comes to know and love some of the quartets of Mozart and Beethoven, he is still musically uneducated. Orchestras are wonderfully sonorous, jazz bands are exciting and often agreeably blatant, pianos are good and can certainly do more than harpsichords, the pipe organ was at one time called the king of instruments (until the days of its maltreatment in movie houses and radio studios), the human singing voice is occasionally attractive, and if multiplied into a large enough chorus can be marvelous—but for sheer beauty of tonal texture, the string quartet transcends them all.

For the great majority of Americans, however, the only way to become acquainted with good renditions of string-quartet

music is by means of recordings and occasionally radio. Phonograph and radio are invaluable aids to the lover of music in making more accessible some of the great masterpieces of musical literature, but at best these mechanical devices still leave a good deal to be desired, as compared with a real flesh-and-blood performance; just as movies, even at their best, fall short of real good live action on a tri-dimensional stage. The very ease with which one may turn a knob or put on a record is fraught with danger, for the casual and careless habits of listening thereby induced may blunt the edge of enjoyment. It is often a good thing to know that several weeks must elapse before Beethoven's *Op. 131* can be heard, that tickets must be bought and a special evening reserved for the occasion, that it will be necessary to dress up and go out for the performance—for in this way, by the time the players walk out onto the stage and sit down before their music-stands, preparation and expectation are enlisted to enhance the evening's pleasure. But in many American communities no string quartet is ever likely to put in an appearance, for good string quartets are rare, and are generally forced to give their performances in large cities. The love of chamber music is still a kind of musical idiosyncrasy. What can be done to extend the development of musical eccentricity? "Eccentricity has always abounded," said John Stuart Mill, "when and where strength of character has abounded; and the amount of eccentricity in a society has been proportional to the amount of genius, mental vigor, and moral courage it contained."

Why should not a certain number of American colleges have their own string quartets? The support of living artists for the performance of the masterpieces of chamber music would be a far more valuable educational venture than the support of half-dead and inevitably second-rate art museums, such as many institutions struggle to maintain. And the expense would not be too great. Many top-flight young string players would undoubtedly much prefer to play in a quartet rather than in an orchestra, and would probably regard \$2000 as a good salary for the college year, especially if they were allowed to do teaching on the side.

A string quartet could then be launched, let us say, for around \$8000. The amount should not be charged, of course, against the budget of the music department, but against general college

expenses. The players could be picked by some system of competition, and also with some regard to the probability that they would work together agreeably and rehearse faithfully. It would also be hoped that they might remain together for many years. It takes more than a fortnight to mould even four excellent players into an ensemble that will give polished performances. If in time they became a famous group, their salaries would not necessarily have to be raised, for their increase in fame would make it possible for the players to charge more for their private lessons and for their concerts and broadcasts outside the college community.

The agreement or contract between the players and the college or music department would call for a specified number of concerts. Whatever else they cared to play, it would be understood that the best and most famous quartets would appear on their programs with some regularity in order to make sure that no college generation ever missed the chance to hear, let us say, the later quartets of Beethoven. If a good extra viola player could be imported upon occasion, it would also be possible to do some of the quintets, and to perform at least once in each college generation the piece of chamber music which many would regard as the summit of musical creation, Mozart's G-minor Quintet.

Part of the expense of the venture could be defrayed by charging regular prices of admission to townspeople and faculty, and nominal prices to students, but not enough to keep away any of the latter who cared to attend. Even the musically illiterate student might every now and then find twenty-five cents worth of chamber music equal in value to fifty cents worth of movie. And if in a few cases repetition of the experience brought desire and created a habit, the college authorities could rest assured that their \$8000 was as well invested as in any other possible educational scheme. From the vulgar point of view of advertisement, a string quartet might be as good an investment as a football team.

The reputation of any institution would be greatly enhanced if there were an excellent string quartet to carry its name into neighboring communities, throughout the country on broadcasts, and onto phonograph recordings. If in addition to a Budapest, a London, or a Pro Arte Quartet, the country could also boast in-

digenous quartets from Bowdoin, Duke, Rochester, Notre Dame, Purdue, Arizona and Pomona, the part thus played by American colleges in stimulating musical appreciation would surely not go unrewarded.

The presence of a first-rate string quartet in a college community would be an indescribable blessing to those lovers of music in the student-body who might like to do their own amateur playing of chamber music. Any one of the four professionals would presumably go out of his way to encourage such playing, to offer expert advice regarding interpretations and phrasing, and to help the amateurs to conquer the more difficult passages. If American colleges could take the lead in spreading the love of participation in amateur music in the future homes of their students, the influence of these institutions in the pursuit of happiness would be difficult to overestimate.

WHY A RETIREMENT PLAN?

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This article is addressed to Boards of Trustees and administrative officers of colleges and universities because the discussion is from their point of view. Great though the advantage of a retirement plan is to its individual participants, stress of this aspect of the subject is omitted in the interests of brevity.

BOARDS of college trustees and administrative officers testify that plans for retirement and for income after retirement help them

- (1) To part in a socially acceptable manner with superannuated staff members;
- (2) To attract new staff members of the best type;
- (3) To hold the most valuable of their associates; and
- (4) To part amicably with those who must leave before retirement, whether for reasons personal to the individuals or inherent in college changes.

Every college should plan definitely for the retirement of staff members as they become superannuated. A square deal with students and their parents demands that a professor be taken out of the classroom when the ravages of age impair his power as an instructor. A square deal with taxpayers and other contributors to the college budget demands that salary shall not be continued when reasonable services can no longer be rendered. A square deal to the faculty, as well as to other parties concerned, demands that this same attitude be taken with respect to the president and other administrative officers.

Object lessons are hardly necessary. You can fill in your own illustrations to show the harm that results when a professor or an officer, beloved by alumni, remains in harness after his productive vigor is gone. You know the financial and personnel problems that arise if you must pay full salary and still "work around" a well-meaning patriarch after his power has waned. Economy can hardly be expected of the administration if substantial payments from current funds bring no return in current service.

Unfortunately, several hundred colleges and universities in the United States have as yet failed to plan with any definiteness for the retirement of superannuated workers in either the professional or maintenance group. The presidents of some of these institutions are complacent to "think not of the morrow." Others are far from happy, but contend that funds are not available even for essential current needs.

Those responsible for the administration of our colleges and universities continually face the problem of how to use a limited income to greatest advantage. At every turn they must choose between a variety of uses of scanty dollars; current needs seem ever pressing. If plans for retirement income are to receive serious consideration, administrative officers, trustees and generous friends of the college must be convinced that these plans are fundamental for the welfare of the college.

ELEMENTS OF A RETIREMENT PLAN

A retirement plan is definitely dual in nature; it is a plan for retirement and for income after retirement. With human nature what it is, most individuals, if left to their own devices, will fail to provide adequately for old-age income; and the governing bodies of colleges will not retire professors and other workers as early as they should be retired unless a source of more than bare subsistence income is in sight for them.

No college board is justified in holding out expectations of substantial payments to retired workers years in advance of the period of payment unless it lays definite plans to see that funds will be available from which payments can be made. Nor is it fair for a current administration to pledge the revenues of a succeeding administration toward the pensioning of present teachers. Furthermore, the transactions and precautions necessary to give assurance of ability years hence to pay such benefits are foreign to the purposes for which a college operates, and neither should be confused with or endangered by the other.

Hence a large majority of the contributory college plans for retirement income consist of arrangements by which both the college and the staff member make payments to a third party in return for its promises to pay annuities to the staff members beginning at an advanced age, presumably when they retire from

service. In this way, through current payments as service is rendered and in recognition of this service, the institution assures itself that staff members will receive income after retirement. When retirement occurs, the institution has no further obligation and the third party, a life insurance company, begins contractual payments to the individual to replace in a modest way the salary payments that the college has been making.

VALUES OF A RETIREMENT PLAN TO A COLLEGE

Ostensibly a contributory retirement plan is a simple savings scheme to provide income after retirement, but its significance has come to be far greater. College administrators have repeatedly verified that a carefully constructed plan helps also to attract promising staff members, to hold those who have proved to be valuable and to part before retirement with those who may do better elsewhere. Brief comments on each of these values may be helpful.

To attract good men. Some of the most promising young professional men have declined offers of otherwise attractive appointments because no satisfactory procedure was in operation during service years to provide for retirement income. Such declinations are becoming commoner as more and more of our better institutions inaugurate contributory retirement plans, to the point that some college presidents, in desperation, are placing the establishment of such a plan in the "must" category. In making such decisions, some individuals think only of themselves and their families; others have in mind that during their working years they want to be associated with hopeful, aggressive and progressive leaders in their profession, and they feel that the prospects for such an experience are poor if provision for retirement is not systematized. It is a legitimate hope of a young man who has already shown his ability in his special field that he may some day be head of his department and assume the responsibility of maintaining a corps of able, productive associates. To expect to do this pleasantly and, at the same time, keep fit for the best professional work is difficult at an institution that has failed to face the retirement problem.

Twenty-five years ago colleges were leaders in the establishment of retirement plans. Today, with Social Security coverage in the

picture for industrial employees and with many prominent business corporations providing substantial supplementary social benefits, the college with no formal provisions for old-age income and survivors' benefits is falling far behind. Its staff members see these provisions being made all about them and must realize that in every purchase of goods or services they are helping to support social benefits for other workers without having any expectation of similar benefits for themselves or other members of their families.

To hold good men. Many college administrators testify that a satisfactory retirement plan has helped to hold their best men. Certainly, in competition with an institution with a well-developed retirement plan, an institution without such a plan is at a distinct disadvantage. On the other hand, when uncertainty exists regarding the future of an institution or a department but prospects are otherwise bright and conditions are pleasant, an individual can afford to await developments if he knows that he may leave at any time without sacrificing provision that has already been made for retirement income. This he knows will help to make him welcome at another institution even at a fairly advanced age.

To part with misfits. It is common knowledge that cases arise in which normal professional growth seems inhibited. Unfortunately, a promising beginner may lose his promise through a variety of causes; and not infrequently a change of scene is a life saver through the consequent renewal of an outpouring of energy that never would have come without the change. Climatic conditions may be the cause, whether it apply to the worker or to another member of his family. Or conflicting personalities, whether between a worker and a colleague—particularly one of superior rank and authority—or between the wives of these men, or even more intimate personal difficulties may dictate that severance of connection with a particular institution is the only solution for both the institution and the individual. These situations arise with considerable frequency and, when they do, the presence of a plan for retirement income so constructed that the individual in trouble may carry with him the whole of the provision for retirement income that would have been earned to date had service continued, facilitates substantially the separation. It may

give the worker a new lease on life at another institution where he would otherwise be unwelcome because his comparatively advanced age would make of him a retirement burden.

These are then some of the values to an institution of a well-constructed retirement plan, and it is obvious that, with respect to these values, the interests of the institution and of its staff members are harmonious. When a worker is restless and discontented and shows a desire to leave an institution, it will perhaps be best for both that they part company no matter how valuable have been the worker's services to the institution. When, for any substantial reason, officers of higher rank think best that the services of an individual should be discontinued, the welfare of that individual probably lies in the direction of a separation. At any rate, personnel contrivances that ease such partings are of value and any that interfere are probably to that extent harmful.

NO FORFEITURES UPON WITHDRAWAL

For a retirement plan to exact a forfeiture of benefit prospects upon separation is to be deplored, and especially so if the magnitude of the forfeiture increases with years of service. Such a plan does positive harm by tying mediocre men to their jobs and, in the long run, the institution will collect far more than its share of unambitious time-servers who have lost their energy, their imagination and their loyalty for the institution, and are waiting discontentedly for the time when they will have completed the arbitrary conditions for retirement with incomes that are invariably incorporated in such plans.

VALUE OF RETIREMENT PLANS TO EDUCATION AS AN INSTITUTION

Occasionally we still meet the narrow argument that a retirement plan should deliberately penalize withdrawal as a means of minimizing turnover of staff members. Fortunately for our colleges, this point of view was scorned from the beginning of the movement toward contributory retirement plans twenty-five years ago. In urging the formation of these plans, the Carnegie Foundation for the Advancement of Teaching was not interested in the welfare of any particular college; its objective was to raise professional standards in higher education as a whole.

College retirement plans have repeatedly facilitated the transfer between educational institutions of professional men of great ability who would have been continued enthusiastically at their old jobs. The institution that loses such a man is apt to consider itself poorer from the loss. Without question, however, this free mobility of professional talent, facilitated as it is by the transfer of non-forfeitable, non-cashable pension equities, is one of the strengths of our system of higher education. And, in the course of a generation, all institutions with qualities that justify their survival are the richer for the fusion thus brought about of a large variety of backgrounds, points of view, training and experience.

DETERRENTS TO THE INAUGURATION OF RETIREMENT PLANS

It may be helpful to consider some of the explanations given at different institutions for failure to plan for retirement. Some college administrators have convinced themselves that they have no need for such plans. Of this group, some will say that the college fulfills its obligation when it pays adequate salaries; that, when an individual can no longer do his work because of old age or for any other reason, the college will dismiss him with no responsibility for his later support. Others contend that their professional staff members get more valuable the longer they live, and that maintenance employees can be shifted to lighter tasks as they get older and can thus be continued in service indefinitely.

But retirement plans have attained sufficient standing that the officers at most colleges without them are admittedly on the defensive. The most frequent attitude is a claim to realize the value of a funded plan and regret that the means necessary to inaugurate one are simply not available. Other administrators who recognize the value of retirement plans are procrastinating with the explanation that it would be unwise to inaugurate a comprehensive plan and then have to make adjustments almost immediately if and when the coverage of the Social Security Act is extended to include employment for colleges and universities. Perhaps this explanation is made easier by a belief that this extension would take care of a large part of the college's prospective pension load so that hope of the extension relieves the urgency of independent action. These deterrents will be considered in some detail.

Poverty. A large number of college presidents and college trustees dismiss all thought of provision for retirement income with the explanation that they cannot afford it. Yet many of these colleges are better off financially than are a number of sister institutions with well-thought-out retirement plans. It has been well said that a university is its faculty and students. Wherever administrative officers and trustees of an institution are impressed with the thought that the character of the operating personnel is more important than buildings and equipment, outlays for retirement income take precedence over those for many other purposes, even in the face of financial stringency. And some institutions have demonstrated that the best safeguard against an empty purse and depleted enrollments is an able, vigorous faculty centering attention on fundamental courses of instruction.

Individual responsibility. The number of college presidents and trustees who carry their rugged individualism to the point of contending that provision for income after retirement is the affair of the worker alone is dwindling. Certainly an individual has no difficulty finding a life insurance agent who will sell him a deferred annuity contract; the contractual means to provide retirement income are all about. But employers have long since learned that individual workers, in no substantial number, buy these contracts on their own initiative. If the employer does not plan retirement income beforehand, he has the choice of providing pensions when retirement is necessary or dismissing large numbers with no visible means of support. The second alternative is being eliminated rapidly by public sentiment. Hence those with administrative responsibility are learning that their theories of personal responsibility are beside the point.

Power wanes with age. Senescence is no respecter of persons, titles or types of work. Sooner or later it comes to all. The only way to avoid it is to die young. Perhaps it is most harmful in a college when it comes to a president or a dean or a department head; but it can be extremely troublesome in the rank and file of maintenance workers. At least one college president is convinced that practically none of his faculty members realizes it when he should retire; I wonder if he will. Some professors who put their whole souls into their special productive work seem almost oblivious of what is about them and, not infrequently, they are dis-

tinctly shocked by the suggestion that they retire. This is at times aggravated by a younger and more vigorous wife who is outraged at the thought that her partner is growing old.

Among colleges and other non-profit institutions there are unfortunately some elderly administrators who will not admit deterioration in fitness for regular occupations with advancing age. Not infrequently everyone in the organization, excepting the aged president, or chairman of the board, realizes the shortcomings of many faithful workers who have grown old in service. Yet this top officer wields much power; his board is not willing to overrule him or to volunteer proposals that should come from him. They recognize the outstanding contribution that this officer has made to the institution in years gone by, and no one member of the board feels his responsibility with sufficient keenness to suggest a change.

Repeatedly these conditions have been revealed finally through retirement or death of the elderly officer. A newly appointed administrator sees most clearly what was hidden from his predecessor through long years of familiarity and he soon experiences difficulties in hurried revamping that should have been done gradually over a much longer period.

It is indeed unfortunate that these situations arise, but the best mechanism to minimize them, both in number and severity, is a well-thought-through contributory plan for retirement income. Such a plan, established when personnel conditions are normal, and administered with meticulous care so that its operation may gradually come to be to a large extent automatic, will avoid embarrassments that would otherwise arise when powerful officers lose their perspective as a result of the very senescence that justifies the plan's existence. This does not mean that decisions as to retirement should be either arbitrary or capricious, nor does it mean that part-time service at advanced age is undesirable.¹ It does mean that care should be taken continually to see that old age does not result in unsatisfactory service, no matter how kindly or how loyal, and that, as a simple accounting practice,

¹ It is beyond the scope of this statement to go into further detail. Conviction is growing that retirement practices are too arbitrary and that, in the future, retirement resolutions will require that administrators exercise discretion in recommendations as to retirement and, perhaps, as to continuation of service on a part-time basis.

budgets for current service should not be confused with pension payments in recognition of former service.

Social Security coverage. For half a dozen years, proposals have recurred that old age and survivors' provisions of the national Social Security Act be extended to cover

- (a) employment for privately-administered, non-profit institutions; and
- (b) public employment, i.e., employment by the national, state and city governments.

Privately-administered colleges and universities come under the first classification; state and municipal institutions of higher education, along with all other public educational institutions, come under the second classification. So far as any one can tell, either or both of these extensions may come in a few years or may be long delayed. Hence administrative officers in some of those institutions that have not yet established retirement plans question whether they should act soon or wait to see what will happen at Washington.

The answer to this question seems clear. With half a dozen years of doubt and with our national governmental machinery now thoroughly engrossed in international problems, it seems that an educational institution should no longer delay the establishment of a retirement plan. Such a plan is in the nature of systematic saving over a long period of years to provide income in old age. When as much as six years is cut from the possible saving period, either a substantial dent is made in the objective that can be attained or a substantial increase must be made in the periodic burden to attain the original objective.

An institution might well hesitate to inaugurate a contributory retirement plan if a substantial sacrifice would result from subsequent interruption of contributions. But no such sacrifice is involved in any plan making use of TIAA contracts. Premiums already paid for these contracts purchase benefits quite independently of any future premiums.

If amendment of the Social Security Act makes it seem desirable to modify or discontinue a plan now operating, the benefits already purchased will become available to add to whatever may be produced under the Government plan, and any desired modification of premiums may be continued in the future to swell the

total benefit. Furthermore, the Social Security provisions are quite modest and colleges will probably desire to provide substantial supplementary benefits, especially for professional staff members. If and when this change takes place, all college retirement plans should be scrutinized in detail and amendments will be in order. However, haste will be much less important than care in this review. Overlapping for a few months of contributions for retirement income will do no harm; corresponding benefits will be independent of each other and, when we consider the inadequacy of most plans today, a short period of overlapping without modification of the existing plan seems preferable to any hasty repudiation of present plans.

With these prospects in mind, it seems that no institution should longer delay establishment of a retirement plan because of possible amendment of the Social Security Act. Every such plan should contain a definite reservation of the institution's right to modify or discontinue the plan at any time; no such amendment would affect a participant's equities previously established as these are protected by a contract with a third party.

RESPONSIBILITY FOR RETIREMENT PLANNING

When social benefits are proposed, the tendency of some college presidents is to appoint a committee of the faculty to look into the question and, not infrequently, we hear the statement that the administration favored the establishment of a retirement plan but the faculty voted it down. This indicates a failure on the part of the administrative forces to grasp the true function of a retirement plan. The administration must shoulder the responsibility of keeping the college on its toes. Rarely do the long-run interests of the college and individual faculty members conflict, but the administration must decide what is best for the college as an institution and it is thoroughly justified in making participation in a retirement plan a condition of employment on the ground that the best interests of the college cannot otherwise be preserved.

It is gratifying that staff members usually welcome an opportunity to participate in a retirement plan and that committees of such organizations as the AAUP have done so much to impress the importance of planning for retirement; but responsibility for

such planning rests squarely on those in administrative positions and cannot be shifted to any other shoulders.

These thoughts lead to the suggestion that the administration should take the lead in any study preceding the inauguration or improvement of a retirement plan; it should be aggressive in the determination of the fundamental provisions of such a plan; it may do actual harm by submitting such questions to a vote of prospective participants unless the voters can have a thorough understanding of all that is involved, not only from the standpoint of their interest as individuals, but also from the standpoint of the satisfactory functioning of the college as a whole.

SOME DESIRABLE FEATURES OF A CONTRIBUTORY RETIREMENT PLAN

To get best results from a contributory retirement plan, it is essential to look after a number of technical details; unfortunately, some college administrators have been content to have "a plan" in operation without bothering to learn that some of these details need attention:

1. Participation in the plan should, after a chosen preliminary service period, be required of all excepting definitely temporary or part-time workers. The individual who fails to participate in a voluntary plan is apt to be just the person with respect to whom the advantages to be gained by the plan are most needed.

2. Provision for retirement income should be non-forfeitable and non-cashable and should vest in the staff member. It should be non-forfeitable for the protection of the individual. It should be non-cashable for the protection not only of the individual and his family but of the institution as well. It should vest in the staff member so that he may have full confidence under all circumstances that provision for old-age income is assured. It will enable him to move freely to more lucrative employment; but the knowledge of freedom to move will allay anxiety on the part of one whose normal tendency is to remain in pleasant, modest surroundings that seem to promise real developments in the future.

3. A retirement age should serve as an announcement of what may be expected in the way of retirement. To meet the fact that retirement is appropriate at earlier ages for some than for others, it is well to announce an age beyond which service will be continued only at the option of the board of trustees. Many retirement plans today state that retirement

will occur at age 65 unless, by special vote of the board of trustees with respect to a particular individual, he is invited to continue on whatever terms may be arranged as to compensation and amount of service. It is important that, after some age like 65 years, service should continue only after special consideration and that retirement should otherwise take place automatically with no showing of cause on the part of the administration.

A DANGER FOR PUBLICLY-ADMINISTERED INSTITUTIONS

Privately-administered colleges and universities have quite generally accepted the principle that the free mobility of professional talent is essential to the best interests not only of education as a process but of individual institutions as well. Perhaps that philosophy is accepted also by state universities but, unfortunately, a number of them have, sometimes unwittingly, become participants in retirement plans in which equities created by institutional contributions do not vest in individual participants. In time this is bound to tie mediocre men to their jobs. It will make difficult the parting with those who fail to develop in middle age—often men who need the stimulus or the health-giving qualities of a new environment. This type of plan will not attract the best men; it will not hold the best men; but it will hold the mediocre ones. An institution with such a plan is not doing its part in the development of high professional standards; these can thrive best only with free interchange of professional talent.

Officers of publicly-administered colleges and universities owe it to their institutions to be constantly on guard against having their staff members included in retirement plans of this sort for public employees. That the danger is real is evidenced by the fact that nearly all retirement plans for public employees have this weakness and that, in a number of cases, these have covered employment for state universities almost without the knowledge of those most vitally concerned. The formulation of a retirement plan is a technical task that should not be farmed out; administrative officers have the duty to know in detail what is involved and to take the responsibility of urging definite recommendations regarding provisions of plans brought up for consideration. No more vital, long-range personnel mechanism exists.

TIAA WILL HELP

For those charged with the duty of formulating a contributory

retirement plan, TIAA has prepared a pamphlet, entitled "Planning a Retirement System," which is available upon request. This pamphlet discusses in far more detail than is here possible questions that are bound to turn up and should receive careful consideration. It includes a draft of a resolution which, with appropriate modifications, might be adopted by a governing body for the inauguration of such a plan and comments upon various provisions of this draft. Many colleges that have adopted retirement plans in recent years have been guided by this draft.

Those interested in knowing about the retirement plans now operating in various colleges and universities are referred to a book published by the Columbia University Press in 1940, entitled "College Plans for Retirement Income." This describes briefly the plans of colleges and universities in the United States and Canada as they existed at the close of the year 1939, reviews the history of the development of college retirement plans, and discusses general principles incorporated in attractive plans.

TIAA offers to help in the study of problems at particular institutions. Whenever possible, its officers visit the campuses to discuss special problems in detail. Its visiting force is, however, very limited and, besides, at times it is advantageous to carry on discussions through the written word. It is essential that someone at each college be thoroughly conversant with all that is involved in the inauguration and operation of a retirement plan; this is far better than learning blindly on the guidance of an outsider.

SUMMARY

The preceding paragraphs undertake to tell what a retirement plan is, what a well-constructed contributory plan for retirement income is good for, and why colleges and universities should have such plans. They point out that a retirement plan should be both *a plan for retirement* and *a plan for income after retirement*, that colleges and universities need such plans as personnel mechanisms and for the maintenance of good public relations, and that an institution should expect a satisfactory plan to help in obtaining good men, in holding good men, and in parting with mediocre men, as well as in retiring in a socially acceptable manner those whose services suffer from the ravages of age.

Some hundreds of colleges and universities have as yet failed

to establish retirement plans; the above paragraphs try to tell why. Poverty, absence of conviction of need, and procrastination in anticipation of amendment that would extend Social Security coverage to college employment are perhaps the most frequent deterrents to the adoption of retirement plans. The claim of poverty is a judgment that something else is more important than a retirement plan—a conclusion in which the best educators will probably not concur. A conviction of absence of need too often reflects lack of acquaintance with the facts and lack of imagination as to what the facts should be. Waiting for Social Security is frequently merely an excuse for delay. This serves some college administrators and governing bodies as a thousand and one petty, spur-of-the-moment thoughts serve individuals who put off from day to day decisions they know they should make, but which would mean tightening their belts for things distinctly worth while though not immediately urgent.

Preceding paragraphs suggest a few provisions that seem essential for a satisfactory retirement plan, including compulsory participation in the creation of non-cashable, non-forefeitable pension equities, and refer the reader to other publications for more detail. Finally, a word of warning is given that merely to have "a retirement plan" may lull both administrative officers and faculty members to sleep so that they fail to give careful thought to the exact provisions of their plans. Likewise, tax-supported institutions are in danger of being included unwittingly under defective retirement plans for public employees; hence their officers need to be alert to their intense interest in helping to determine the provisions of any statewide public employee plan that may be proposed.

FOREIGN LANGUAGES AND THE ARMY PROGRAM

NOTE: A statement adopted by the Commission on Trends in Education of The Modern Language Association of America, Atlantic City, New Jersey, May 27, 1944.

THE Commission on Trends in Education of The Modern Language Association of America takes deep satisfaction in the results of the Army Specialized Training Program in preparing thousands of our soldiers to use foreign languages in the national service. It welcomes the wide interest of the public in this demonstration that American youth can become language-minded.

Many persons have been led to believe that these striking results were attained through the discovery of a magical new method. This is by no means true. On the contrary, they were the fruits of the application of well-tried practices. Nor were the results achieved under the direction of linguistic magicians. The entire language program was designed by teachers of foreign languages in consultation with the War Department, and in the fifty-five colleges and universities to which the trainees were assigned the program was entrusted to the foreign language departments, which organized the work, gave instruction to the student-soldiers and engaged and supervised the special assistants required for the emergency.

Teachers of foreign languages greeted with enthusiasm this opportunity to show what could be done to equip young men with competence in the languages of Europe and other areas. The Army set them a hard task; but it wisely recognized the inadequacy of the time previously allotted to foreign language study, and it provided for intensive practice in the oral use of the language, with small groups of learners. In place of a course of from three to five classroom hours per week for two years, all that was usually required of the prewar college student, the AST Program provided fifteen hours per week, of which ten hours were devoted to intensive practice with groups of not more than ten students—practice largely oral and always in the foreign tongue. In order to match the Army Program's total of contact-hours, extending over thirty-six weeks of instruction and supervised practice, it would be necessary to extend the usual two-year civilian course to something over five years.

In short, the impressive results of the Army Program were due to no miraculous formula, but to a liberal allowance of time and to the opportunity for students to practice the language in the intimacy of a small group.

Thousands of foreign language teachers in this country would hail with satisfaction the opportunity to continue to work in the postwar years under conditions as favorable as those which the ASTP provided.

The limitations of the civilian curriculum have often been brought to the attention of administrative authorities and college and university faculties. Under these limitations the teachers have been obliged severely to restrict their objectives. It is our earnest hope that the administrative officers of our institutions will now provide for the extension and intensification of the foreign language program. We believe that this would make possible the creation of a body of American citizens whose knowledge of other languages would be adequate for our international contacts in postwar days.

PROSPECTIVE PHYSICIAN DEFICIT

NOTE: Excerpt from *The Journal of the American Medical Association*, July 8, 1944.

IN January, 1944, it seemed that civilian and military needs for doctors would be met reasonably satisfactorily by the arrangement in which the 55 per cent of entering medical school classes would be provided by the Army Specialized Training Program, 25 per cent by the Navy V-12 Program and 20 per cent from civilian sources. In the past six months, this program has rapidly deteriorated. Today, medical educators and the medical profession of the country refuse to accept the responsibility for the acute shortage of medical care which will threaten this country within a few years if current regulations and policies persist. The responsibility must rest with the armed forces, the Selective Service System, the President and the Congress of the United States.

In February, the Army drastically curtailed the Army Specialized Training Program and has since renegotiated its contracts with medical schools to provide 28 per cent of the 1945 entering classes instead of 55 per cent, increasing to 47 per cent the numbers medical schools must obtain from civilian sources.

In April, the Selective Service System abolished all further occupational deferments of premedical and medical students not enrolled in medical schools by July 1, 1944. As a consequence, it was estimated that the entering classes of 1945 would be reduced 25 to 30 per cent.

The threat to medical care entailed in these policies was pointed out to General Hershey, the Secretaries of War and the Navy, the President and others, with the suggestions that the situation could be met by (a) reinstitution of the inactive reserves by the Army and Navy, which functioned well for a year, and/or (b) an appropriate Selective Service adjustment, which was definitely a second best arrangement.

The Army and Navy rejected the first alternative as an evasion of the Selective Service law and the Selective Service System rejected the alternate proposal because of the acute need of the Army for young men. The needs for medical care were considered to be subordinate to the needs of the fighting forces.

Alarmed at these developments, the House of Delegates of the American Medical Association, on the recommendation of the Council on Medical Education and Hospitals of the American Medical Association, passed the following resolution at its opening session, June 12:

WHEREAS, The present policy of the Army and the Selective Service System in preventing the enrolment of a sufficient number of qualified medical students will inevitably result in an overall shortage of qualified physicians, with imminent danger to the health and well-being of our citizens; therefore be it

Resolved, That it is imperative that immediate action be taken by the President or the Congress of the United States to correct the current drastic regulations, which result in a restriction of the number of students qualified to enter the courses of medical instruction in approved medical schools.

This resolution was sent to the President, the Secretaries of War and the Navy, the Selective Service System and all members of the House and Senate Military Affairs committees.

The latest measure still further jeopardizing medical education and medical care was the passage of the Army appropriation bill by Congress, June 21. This bill includes the following provision:

Provided, That no appropriation contained in this Act shall be available for any expense incident to education of persons in medicine (including veterinary) or dentistry if any expense on account of this education in such subjects was not being defrayed out of appropriations for the military establishment for the fiscal year 1944 prior to June 7, 1944. . . .

This provision would seem to eliminate from 1946 entering medical classes the 28 per cent of places contracted for by the Army. Even if the Navy increases its quota from 25 per cent to 31 per cent, schools will be obliged to obtain 69 per cent of their students from women and physically disqualified males. Nothing even approaching this number of qualified civilian students is available. Classes will probably be half filled in the country at large.

Should an adjustment not be made to correct the present alarming situation, a tremendous reduction of graduates after the war will ensue. Although schools will continue the accelerated pro-

gram, they will admit classes only once annually instead of every nine months. This of itself will reduce the number of graduates from the present annual average of 7,000 to 5,000. If classes can be only half filled, this number will be reduced to 2,500 graduates per year. Since 3,300 to 3,500 physicians die each year, there will result an annual and cumulative deficit of 2,000 doctors a year.

Still further reductions in graduates and permanent damage to the "plant" of medical education will result from some schools being forced to close their doors because of drastically curtailed enrolments. An unknown number of war casualties among medical officers will also reduce the supply of physicians.

These reductions in medical graduates will occur in the face of new and increased demands for medical services, mainly from the civilian population, the standing army and navy, the Veterans Administration and the liberated countries of Europe.

Full support should be forthcoming from the medical profession for the Miller bill (H. R. 5128), with modifications, which reads:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 5 of the Selective Training and Service Act of 1940, as amended, is amended by inserting at the end thereof a new subsection reading as follows:

"(n) There shall be deferred from training and service under this Act in the land and naval forces of the United States, as necessary to the maintenance of the national health, safety, and interest, in each calendar year not less than six thousand medical students and not less than four thousand dental students. As used in this subsection the term 'medical or dental student' means (1) a person who is enrolled in, and who is pursuing a course of instruction prescribed for the degree of doctor of medicine at an accredited medical college; and a person who is enrolled in, and who is pursuing a course of instruction prescribed for the degree of doctor of dentistry at an accredited dental college; or (2) a person who is pursuing a regular course of instruction at an accredited college or university (satisfactory completion of which will make such person eligible for enrolment in an accredited medical or dental college) with the bona fide intention of entering an accredited medical or dental college and pursuing and completing the course of instruction prescribed for the degree of doctor of medicine or for the degree of doctor of dentistry."

Protests against the blind disregard for medical care in the future should be addressed to the Senate (Senator Robert R. Reynolds, Chairman) and House (Representative Andrew J. May, Chairman) Committees on Military Affairs, the Senate Committee on Education and Labor (Senator Elbert D. Thomas, Chairman) and the House Committee on Education (Representative Graham A. Barden, Chairman). Every state medical society, medical school and medical scientific society should express itself in no uncertain terms on these developments.

LIBERAL EDUCATION

(A Book Review)

JOSEPH R. N. MAXWELL, S.J.

PRESIDENT, COLLEGE OF THE HOLY CROSS

Liberal Education by Mark Van Doren. Henry Holt and Company, New York, 1943. Pp. XI, 186. \$2.50.

THE importance of any contribution to the cause of liberal education can hardly be exaggerated. Because Mark Van Doren has a deep love and a reverence for all that is implied in the liberal arts tradition his eloquent appeal for the revival of liberal education in the postwar colleges of our country is doubly important. Thoroughly aware of the danger that would ensue were the liberal arts to be neglected, the author of this fervid volume has written a challenge to all educators not to resuscitate the kind of education which the war has suspended but rather to restore a liberal education that will be better because it will be as good as possible.

This brief but penetrating examination into the nature of liberal education and of education in general treats adequately and convincingly such topics as "The Educated Person," "Liberal Education," "The Liberal Arts," "The Arts of Teaching and Being Taught." In the course of these various discussions the author substantiates his statements with a rich store of quotations from such authorities as Plato, Aristotle, Paschal, St. Augustine, St. Gregory Nazianzen and Comenius. (We did miss the name of Quintillian.) He scores the aimlessness of much of American education—condemns it for its failure to give students either a discipline or discipline. Evidently a believer in that formal discipline which today has come into great disrepute, Mr. Van Doren says: "Formal discipline suggests definiteness, and in the hands of certain teachers it must have meant subtlety too. In so far as it signified the formation of intellectual habits it touched the central activity of learning." The statement will doubtless give rise to much academic nostalgia.

In his discussion of the educated man—what he is, Mr. Van Doren has written some very interesting pages. Reduced to his simplest terms his educated man is "one who knows how to read,

write, speak and listen—four major arts in which few are evenly proficient.” He is a human being who has settled some sort of relation in his mind between past, present and future, and who, it is presumed, will be wise about these three. Education, he is assured, should make men more human. (I wish he might have added “more divine.”) “Seeing man in a middle position between animals and angels,” he says, “lights up his dimensions as nothing else does. Animals are unconscious of their ignorance; angels know without difficulty. The middle creature, conscious of his ignorance, knows with difficulty. . . . Man is the only being that can misconceive his nature.” And again, “Man has a strange difficulty; he does not know what to be.” The conclusion from all this, or perhaps I should say the major premise, is that education should make each person as human as he individually is able to be.

From this reasoning there is a natural transition to the chapter which deals with the thought that education should be for all. At this point one may be a bit perplexed. For Mr. Van Doren does not say that all men should be educated, but rather that, since all education should be liberal, there should be liberal education for all, and he says there can be no compromise with the proposition. There are doubtless those who will question the wisdom of the statement and they will look about for a convincing proof. Yet I feel that in the final analysis they will want to agree with the idea that “no society can succeed henceforth unless its last citizen is as free to become a prince and a philosopher as his powers permit. The greatest number of these is none too many for democracy. . . .” That is a brave bit of philosophy and it deserves kindly consideration. There are doubtless some good arguments with which to bolster up the position of the opposition. There is perhaps a history, a long history, if you will, but we must remember that Mr. Van Doren is speaking of a liberal education as it should be administered and not of the brand which died on the eve of Pearl Harbor. He does not hope that all men will be best men, but sensibly desires that all men should be as good as possible. How far the State should go in providing this education is another question, and how exactly each institution should adopt the detailed pattern of liberal education as proposed by the author will call for much debate.

There is brilliant and stimulating writing in the chapter which deals with the nature of liberal education. This is described as something that is "more than a classical education, more than an education in English literature, more than an education in what is called 'the humanities,' more than a training in the moral virtues." He classes these four as inadequate disciplines, which, he says, they are in practice. He warns too, and wisely, that these disciplines must be properly understood and he deplores the fact that they have not always been thus understood. He is impatient with the curt treatment which science has received at the hands of some liberal educators and he is emphatic in his statement that "science is knowledge, and knowledge cannot be inhuman," and also that "the discipline of science may be narrow, but it is real." Fashioning his educational patterns on the seven liberal arts of the medieval university, he claims for the seven disciplines which comprise the *trivium* and the *quadrivium* a basic place in the life that a man lives in so far as it is unique. They are, he says, "the specifically intellectual arts, and therefore are the keys to all man's operations as man." He further claims for them, and this naturally enough, a central place in education, "for they command the mind at the point where it does any work it has to do," and he sums them up simply in two words—language and mathematics. Nor will he permit any tampering with the seven in an educational program. In this he is the sturdy foe of that electivism which has been the death of integration and harmony in American education. Rightly enough has he said of it: "Incapable of its own synthesis, it hoped that the student would find his; yet countless observers have reported the student as anything but happy in the adventure." The arguments which he advances in support of his position have the force of good reasoning. In the main they have been heard before and they are as sound today as they were when the Reverend Timothy J. Brosnahan, S.J., of Boston College, proposed them to President Eliot, of Harvard University, many years ago.

With the main theme of this work most educators will find themselves in more or less agreement. Generations of these gentlemen have accepted the seven liberal arts as the essentials of a good education, albeit they may have veered, for various reasons, from the course which tradition and common sense had

mapped out for them. But in the latter part of the volume, in which liberal education is practically identified with the curriculum in vogue at St. John's College in Maryland, much will be found that will cause the lifting of many an academic eyebrow. One may perhaps feel that Mr. Van Doren does not find complete satisfaction in this curriculum, but he does look upon it as the "first serious effort in contemporary America to build a single and rational curriculum suited to the needs of minds which have work to do, and which someday should be unwilling to forgive a system of education that had required of them less discipline than this." Whether or not the author intended to stigmatize all colleges which had not patterned themselves after St. John's, is something I should not care to affirm. However, there would seem to be in his statement a general condemnation which I trust is beyond his intentions. For there are many colleges which have opposed the inroads of electivism and many other isms for many years; there are many colleges which have never had to return to order, to reason, or to common sense, because they have never abandoned order, reason or common sense. The sustained effort of these institutions to maintain these had this virtue: whereas they believe, as do the proponents of the one hundred best books, that man is intellectual, moral and spiritual, they give him a definite norm of truth, a definite philosophy of life. It is difficult at best to find a norm of truth in the great-books system. Surely it will not be found in the materialism of Hobbes or in the sensism of Locke. Such philosophies militate against the intellectual and spiritual nature of man. If this is the foundation of the educational system, then the acceptance of such philosophies destroys that foundation. If educators and students do not see clearly the spiritual element of man, if they do not recognize him as a creature of God, endowed with a spiritual soul which is destined for immortality, then no group of books, no matter what the number, will give him the complete education which should be his.

Mr. Van Doren has made a fine contribution to the current literature on liberal education. He has written his own convictions interestingly, if not always convincingly. There is much wisdom in his writing and a brilliance of style that will hold any reader, no matter what his educational bias may be.

AMONG THE COLLEGES

BETHANY COLLEGE (West Virginia) announces the establishment of the GANS FUND of \$50,000 for scientific research. The fund was established by Wickliffe Campbell Gans, graduate of Bethany College in 1870, and his brother Emmet W. Gans in memory of their brother. Two-thirds of the income is to be awarded for scientific research to graduates of Bethany College, one-third is to be made available to upper classmen "of merit and promise in some field of science." Dean B. R. Weimer is chairman to administer the fund.

KANSAS WESLEYAN UNIVERSITY has received two outstanding gifts—\$250,000 from E. C. Sams, head of the J. C. Penney Company and \$150,000 from Mrs. Henry Pfeiffer of New York. In making the announcement, President E. K. Morrow stated that Mrs. Pfeiffer's gift will be used for the erection of a woman's dormitory and that most of the Sams gift will be used for addition to the endowment which is now approaching the million dollar mark.

MILLSAPS COLLEGE obtained in the early summer \$100,000 for addition to the building fund.

OTTERBEIN COLLEGE announces that the faculty has been devoting monthly meetings throughout the year to a revaluation of the liberal arts values and to an interpretation of the work in each divisional field as a vehicle for the liberal arts emphasis. This is being done with a view to launching the college on her second century of service with a clear grasp of her role as a liberal arts college.

RUTGERS UNIVERSITY has announced the creation of a Research Council to strengthen and promote research in business, social studies, the humanities and sciences. Emphasis will be placed upon cooperative research between related departments in the university and between outside organizations and university departments. Representatives of the university will develop reciprocal arrangements with governmental, industrial, business and professional institutions outside of the university.

SIMPSON COLLEGE announces the recent grant of \$100,000 from the Gardner Cowles Foundation to be used in the erection of a science building to be known as the George Washington Carver Memorial Hall of Science. Doctor Carver, the internationally known scientist and former professor at Tuskegee Institute in Alabama, was an alumnus of the college.

ST. FRANCIS COLLEGE moves this fall from Lafayette to Fort Wayne, Indiana. It is a regular four-year Liberal Arts College for young women operated by the sisters of St. Francis.

SYRACUSE UNIVERSITY held a seminar in public relations for higher education, July 18-20, 1944.

UNIVERSITY OF MIAMI has received a gift of \$1,000,000 from Edmund A. Hughes of Coral Gables; \$500,000 to be used for the Engineering Building and \$500,000 for other purposes.

THE UNIVERSITY OF WISCONSIN announces that \$25,000 will be added to an existing student loan fund amounting to a similar total from the estate of the late Kemper K. Knapp. In addition, the will provides that the residue of the estate is bequeathed to the University. It is estimated that this residue will amount to approximately \$800,000.

WESTERN COLLEGE announces a gift of \$5,000 from the estate of Miss Emma Paige of Minneapolis, a graduate of the college and a former member of the faculty.

WILLIAM JEWEL COLLEGE has received \$100,000 from its alumnus William T. Semple and Mrs. Semple to endow the department of classics. Dr. Semple has been a member of the faculty of the University of Cincinnati for 34 years.

NEW COLLEGE PRESIDENTS

- Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas. Lawrence A. Davis, dean.
- Albertus Magnus College, New Haven, Connecticut. Sister Mary Samuel Boyle, professor of English.
- Austin College, Sherman, Texas. W. B. Guerrant, acting president.
- Bates College, Lewiston, Maine. Charles Franklin Phillips, professor of economics, Colgate University, Hamilton, New York.
- Beloit College, Beloit, Wisconsin. Carey Croneis, associate professor of geology, University of Chicago.
- Berry College, Mount Berry, Georgia. William J. Baird, dean, Berea College, Berea, Kentucky.
- Bethany College, Lindsborg, Kansas. Emory Lindquist.
- Cedarville College, Cedarville, Ohio. Ira D. Vayhinger.
- College of Wooster, Wooster, Ohio. Harold F. Lowry, professor of English, Princeton University, Princeton, New Jersey.
- Davis and Elkins College, Elkins, West Virginia. R. B. Purdum, professor of chemistry and acting president.
- Florida Agricultural and Mechanical College for Negroes, Tallahassee. William H. Gray, president, Florida Normal and Industrial Institute, St. Augustine.
- Hofstra College, Hempstead, New York. John Cranford Adams, associate professor of English, Cornell University, Ithaca, New York.
- Lawrence College, Appleton, Wisconsin. Nathan M. Pusey, associate professor of classics, Wesleyan University, Middletown, Connecticut.
- Louisiana State University, University, Louisiana. W. B. Hatcher, dean.
- Manhattan College, New York City. Brother Bonaventure Thomas, director, Lincolnale School, New York.
- Milton College, Milton, Wisconsin. Carroll L. Hill.
- Mount St. Mary's College, Los Angeles, California. Mother Marie de Lourdes.
- Norwich University, Northfield, Vermont. Homer L. Dodge, dean, graduate school, University of Oklahoma, Norman.

Olivet College, Olivet, Michigan. Malcolm Boyd Dana, president, Piedmont College, Demorest, Georgia.

Pacific Lutheran College, Parkland, Washington. S. C. Eastvold.

Pacific Union College, Angwin, California. Henry J. Klooster, president, Emmanuel Missionary College, Berrien Springs, Michigan.

St. Joseph's College, Philadelphia, Pennsylvania. John J. Long, Rector, St. Ignatius Church, Baltimore.

Storer College, Harpers Ferry, West Virginia. R. I. McKinney, dean, School of Religion, Virginia Union University, Richmond, Virginia.

Texas Technological College, Lubbock. William M. Whyburn, professor of mathematics, University of California, Los Angeles.

Trinity College, Hartford, Connecticut. George K. Funston.

University of Detroit, Detroit, Michigan. William J. Millor, professor of classics, Loyola University, Chicago, Illinois.

University of New Hampshire, Durham. Harold W. Stoke, dean, University of Minnesota, Minneapolis.

Villanova College, Villanova, Pennsylvania. Francis X. N. McGuire, vice-president.

Wheaton College, Norton, Massachusetts. A. Howard Meneely, professor, Dartmouth College, Hanover, New Hampshire.

Winthrop College, Rock Hill, South Carolina. Henry R. Sims.

ADDITIONS TO THE OFFICE LIBRARY

- Barnouw, A. J., and Landheer, B. *The Contribution of Holland to the Sciences*. Querido, New York. 1943. 373 p. \$3.50.
- Brown, Kenneth E. *General Mathematics in American Colleges*. Columbia University, New York. 1943. 167 p. \$2.35.
- Bush, Merrill E., and Others. *Citizen, Plan for Peace!* Harper & Brothers, New York. 1944. 201 p. \$2.00.
- Chamberlain, Ernest B. *Our Independent Schools*. American Book Company, New York. 1944. 212 p. \$2.00.
- Fitzpatrick, Edward A. *McCarthy of Wisconsin*. Columbia University Press, New York. 1944. 316 p. \$3.50.
- Five Hollanders. *How to End the German Menace*. Querido, New York. 1944. 92 p. \$1.25.
- Howells, William. *Mankind So Far*. Doubleday, Doran & Co., New York. 1944. 319 p. \$4.50.
- Miller, J. Hillis, and Brooks, Dorothy V. N. *The Role of Higher Education in War and After*. Harper & Brothers, New York. 1944. 222 p. \$2.50.
- Schilpp, Paul Arthur. *The Philosophy of Bertrand Russell*. Northwestern University, Evanston and Chicago. 1944. 815 p. \$4.00.
- Stoll, Elmer Edgar. *From Shakespeare to Joyce*. Doubleday, Doran & Co., New York. 1944. 442 p. \$3.50.
- Warner, W. Lloyd, Havighurst, Robert J., and Loeb, Martin B. *Who Shall Be Educated?* Harper & Brothers, New York. 1944. 190 p. \$2.50.
- Woodburn, James Albert. *History of Indiana University*. Indiana University, Bloomington, Indiana. 1940. 507 p. \$3.25.

